

# ENGINEERING THERMODYNAMICS

## INTERNET-BASED ASSIGNMENT

Submit as a group report to [kduapolythermo@gmail.com](mailto:kduapolythermo@gmail.com) **ON OR BEFORE 3:00 pm, Friday 22<sup>nd</sup> October 2010**

1. Why does a bicyclist pick up speed on a downhill road even when he is not pedaling? Does this violate the conservation of energy principle?
2. What are possible boundaries for studying each of the following?
  - (a) a bicycle tire inflating.
  - (b) a cup of water being heated in a microwave oven.
  - (c) a household refrigerator in operation.
  - (d) a jet engine in flight.
  - (e) cooling a desktop computer.
  - (f) a residential gas furnace in operation.
  - (g) a rocket launching.
3. What difficulties might be encountered if water were used as the thermometric substance in the liquid-in-glass thermometer?
4. A car of mass 1775 kg travels with a velocity of 100 km/h. Find the kinetic energy. How high should it be lifted in the standard gravitational field to have a potential energy that equals the kinetic energy?
5. A 5 m<sup>3</sup> container is filled with 900 kg of granite (density 2400 kg/m<sup>3</sup>) and the rest of the volume is air with density 1.15 kg/m<sup>3</sup>. Find the mass of air and the overall (average) specific volume.
6. Water at 200 kPa with a quality of 25% has its temperature raised 20°C in a constant pressure process. What is the new quality and volume?
7. An air pistol contains compressed air in a small cylinder. Assume that the volume is 1 cm<sup>3</sup>, pressure is 1 MPa, and the temperature is 27°C when armed. A bullet,  $m = 15$  g, acts as a piston initially held by a pin (trigger); when released, the air expands in an isothermal process ( $T = \text{constant}$ ). If the air pressure is 0.1 MPa in the cylinder as the bullet leaves the gun, find
  - a. The final volume and the mass of air.
  - b. The work done by the air and work done on the atmosphere.
  - c. The work to the bullet and the bullet exit velocity.

# Thermodynamics Internet Based Curriculum Answers

**Georgios Tsaparis**



## **Thermodynamics Internet Based Curriculum Answers:**

**Handbook of Web Based Energy Information and Control Systems** Barney L. Capehart, Timothy Middelkoop, 2020-12-22 This book promotes the benefits of the development and application of energy information and control systems This wave of information technology IT and web based energy information and control systems web based EIS ECS continues to roll on with increasing speed and intensity This handbook presents recent technological advancements in the field as well as a compilation of the best information from three previous books in this area The combined thrust of this information is that the highest level functions of the building and facility automation system are delivered by a web based EIS ECS system that provides energy management facility management overall facility operational management and ties in with the enterprise resource management system for the entire facility or the group of facilities being managed International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files Science Learning and Instruction Marcia C. Linn, Bat-Sheva Eylon, 2011-05-20 Science Learning and Instruction describes advances in understanding the nature of science learning and their implications for the design of science instruction The authors show how design patterns design principles and professional development opportunities coalesce to create and sustain effective instruction in each primary scientific domain earth science life science and physical science Calling for more in depth and less fleeting coverage of science topics in order to accomplish knowledge integration the book highlights the importance of designing the instructional

materials the examples that are introduced in each scientific domain and the professional development that accompanies these materials. It argues that unless all these efforts are made simultaneously, educators cannot hope to improve science learning outcomes. The book also addresses how many policies including curriculum standards, guidelines, and standardized tests work against the goal of integrative understanding and discusses opportunities to rethink science education policies based on research findings from instruction that emphasizes such understanding.

*Modeling of Thermodynamic Properties in Biological Solutions* Luca F. Cameretti, 2009

**Thermodynamics** Stephen R. Turns, Laura L. Pauley, 2020-02-27 Fully revised to match the more traditional sequence of course materials, this full color second edition presents the basic principles and methods of thermodynamics using a clear and engaging style and a wealth of end of chapter problems. It includes five new chapters on topics such as mixtures, psychrometry, chemical equilibrium, and combustion, and discussion of the Second Law of Thermodynamics has been expanded and divided into two chapters, allowing instructors to introduce the topic using either the cycle analysis in Chapter 6 or the definition of entropy in Chapter 7. Online ancillaries including new LMS testbanks, a password protected solutions manual, prepared PowerPoint lecture slides, instructional videos, and figures in electronic format are available at [www.cambridge.org/thermo](http://www.cambridge.org/thermo).

Innovations in E-learning, Instruction Technology, Assessment and Engineering Education Magued Iskander, 2007-09-04 This book includes a set of rigorously reviewed world class manuscripts addressing and detailing state of the art research projects in the areas of Engineering Education, Instructional Technology, Assessment, and E learning. The book presents selected papers from the conference proceedings of the International Conference on Engineering Education, Instructional Technology, Assessment, and E learning (EIAE) 2006. All aspects of the conference were managed online.

**Modeling, Analysis and Optimization of Process and Energy Systems** F. Carl Knopf, 2011-12-14 Energy costs impact the profitability of virtually all industrial processes. Stressing how plants use power and how that power is actually generated, this book provides a clear and simple way to understand the energy usage in various processes as well as methods for optimizing these processes using practical hands-on simulations and a unique approach that details solved problems utilizing actual plant data. Invaluable information offers a complete energy saving approach essential for both the chemical and mechanical engineering curricula as well as for practicing engineers.

**Internet Environments for Science Education** Marcia C. Linn, Elizabeth A. Davis, Philip Bell, 2013-07-04 Internet Environments for Science Education synthesizes 25 years of research to identify effective technology enhanced ways to convert students into lifelong science learners, one inquiry project at a time. It offers design principles for development of innovations, features tested customizable inquiry projects that students, teachers, and professional developers can enact and refine, and introduces new methods and assessments to investigate the impact of technology on inquiry learning. The methodology design based research studies enables investigators to capture the impact of innovations in the complex inertia laden educational enterprise and to use these findings to improve the innovation. The approach technology enhanced inquiry

takes advantage of global networked information resources sociocognitive research and advances in technology combined in responsive learning environments Internet Environments for Science Education advocates leveraging inquiry and technology to reform the full spectrum of science education activities including instruction curriculum policy professional development and assessment The book offers the knowledge integration perspective on learning featuring the interpretive cultural and deliberate natures of the learner the scaffolded knowledge integration framework on instruction summarized in meta principles and pragmatic principles for design of inquiry instruction a series of learning environments including the Computer as Learning Partner CLP the Knowledge Integration Environment KIE and the Web based Inquiry Science Environment WISE that designers can use to create new inquiry projects customize existing projects or inspire thinking about other learning environments curriculum design patterns for inquiry projects describing activity sequences to promote critique debate design and investigation in science a partnership model establishing activity structures for teachers pedagogical researchers discipline experts and technologists to jointly design and refine inquiry instruction a professional development model involving mentoring by an expert teacher projects about contemporary controversy enabling students to explore the nature of science a customization process guiding teachers to adapt inquiry projects to their own students geographical characteristics curriculum framework and personal goals and a Web site providing additional links resources and community tools at [www.InternetScienceEducation.org](http://www.InternetScienceEducation.org)

### **Knowledge, Expertise and the Professions** Michael

Young, Johan Muller, 2014-04-24 It has long been recognised that specialised knowledge is at the core of what distinguishes professions from other occupations The privileged status of professions in most countries however together with their claims to autonomy and access to specialised knowledge is being increasingly challenged both by market pressures and by new instruments of accountability and regulation Established and emerging professions are increasingly seen as either the solution or as sources of conservatism and resistance to change in western economies and recent developments in professional education draw on a competence model which emphasises what newly qualified members of a profession can do rather than what they know This book applies the disciplines of the sociology of knowledge and epistemology to the question of professional knowledge What is this knowledge It goes beyond traditional debates between knowing how and knowing that and theory and practice The chapters cover a wide range of issues from discussions of the threats to the knowledge base of established professions including engineers and architects to the fraught situations faced by occupations whose fragile knowledge base and professional status is increasingly challenged by new forms of control While recognising that graduates seeking employment as members of a profession need to show their capabilities the book argues for reversing the trend that blurs or collapses the skill knowledge distinction If professions are to have a future then specialised knowledge is going to be more important than ever before Knowledge Expertise and the Professions will be key reading for students researchers and academics in the fields of professional expertise further education higher education the sociology of education and the

sociology of the professions      **Engineering Education** John Heywood,2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation      The Cambridge Handbook of the Learning Sciences R. Keith Sawyer,2005-04-24 Learning sciences is an interdisciplinary field that studies teaching and learning The sciences of learning include cognitive science educational psychology computer science anthropology sociology neuroscience and other fields The Cambridge Handbook of the Learning Sciences first published in 2006 shows how educators can use the learning sciences to design more effective learning environments including school classrooms and also informal settings such as science centers or after school clubs on line distance learning and computer based tutoring software The chapters in this handbook each describe exciting new classroom environments based on the latest science about how children learn CHLS is a true handbook in that readers can use it to design the schools of the future schools that will prepare graduates to participate in a global society that is increasingly based on knowledge and innovation      **ENC Focus** ,2000      **Classroom Teaching Skills** Susan R. Goldman,James Michael Cooper,2006 Designed for beginning teachers this text introduces the teacher as reflective decision maker responsible for planning implementing evaluating and making management decisions in the classroom Each chapters

considers a particular teaching skill first discussing the theory behind it and then presenting the reader with practice situations in which knowledge about the skill can be applied and evaluated The Eighth Edition continues to address the importance of core INTASC standards and highlights developing issues including the Digital Divide the use of personal digital assistants PDAs in and outside of the classroom cooperative learning and dealing with behavioral issues Core INTASC standards are addressed in regard to each chapter s objectives A correlation table between chapter and standard is located on the inside front cover of the text to facilitate documentation of where and how INTASC standards are addressed New Marginal notations appear throughout the text to call out key concepts and assist students with comprehension and review New Two color design helps to organize the information more clearly for students Chapter 10 focuses on assessment and includes extended discussion of rubrics with additional examples as well as a new section on electronic portfolios Chapter 9 has been revised to include a focus on cooperative learning and other strategies brought back from the Sixth Edition of Classroom Teaching Skills Chapter 8 focuses on issues of behavior management in the classroom including parental involvement and the role of record keeping in resolving behavioral issues Chapter 7 Teaching and Learning with Technology has been completely updated Among the topics covered are the Digital Divide using personal digital assistants in and outside of the classroom micro media and simulation technology and new productivity tools for teachers The opening chapters have an increased emphasis on decision making teaching models and determining one s own teaching goals

*Geothermal Heat Pump and Heat Engine Systems* Andrew D. Chiasson, 2016-09-19 A unique approach to the study of geothermal energy systems This book takes a unique holistic approach to the interdisciplinary study of geothermal energy systems combining low medium and high temperature applications into a logical order The emphasis is on the concept that all geothermal projects contain common elements of a thermal energy reservoir that must be properly designed and managed The book is organized into four sections that examine geothermal systems energy utilization from resource and site characterization energy harnessing energy conversion heat pumps direct uses and heat engines and energy distribution and uses Examples are provided to highlight fundamental concepts in addition to more complex system design and simulation Key features Companion website containing software tools for application of fundamental principles and solutions to real world problems Balance of theory fundamental principles and practical application Interdisciplinary treatment of the subject matter Geothermal Heat Pump Heat Engine Systems Theory and Practice is a unique textbook for Energy Engineering and Mechanical Engineering students as well as practicing engineers who are involved with low enthalpy geothermal energy systems

Problems and Problem Solving in Chemistry Education Georgios Tsaparlis, 2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education

research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner *Partnerships with Business and the Community*, 2001

**Scientific and Technical Aerospace Reports**, 1991 *Computers, Teachers, Peers* Marcia C. Linn, Sherry

Hsi, 2000-03-01 Linn and Hsi show how computers teachers and peers can serve as learning partners helping students build on their ideas and become lifelong science learners They invite everyone interested in improving science education to build on their experiences share insights on the Internet and create instruction Computers Teachers Peers offers case studies to bring the ideas of students learning science to life Join Sasha Chris Pat and Lee as they try to make sense of experiments using computers to display data in real time provides principles to help teachers improve their instruction use technology better and inspire more students to love science Find out how to use visualization tools online discussion and more to make science relevant gives researchers and instructional designers a model for effective research and curriculum design Linn and Hsi report that the partnership approach to research resulted in a 400% increase in student understanding of science helps schools develop technology plans that continuously improve science instruction Find out how schools can design better ways to use technology for learning describes a partnership inquiry process where science teachers science education researchers discipline specialists and technologists consider each others perspectives and jointly design instruction Boys and girls are equally successful in the resulting science courses and features practical tools for learning and instruction including Points to Ponder to encourage reflection on the ideas in each chapter partnership groups or classes might use the points as discussion starters or assignments and Ask Mr K an interview in each chapter with the classroom teacher who was a founding member of the CLP partnership in these interviews Mr K adds insights from his own classroom experiences This book is supplemented by a CD ROM included in each copy and a Web site [www.clp.berkeley.edu](http://www.clp.berkeley.edu) with the Computers as Learning Partners curriculum lesson plans a Quicktime virtual reality visit to the classroom copies of assessments opportunities to join partnerships and more For readers who wish for more information Related Readings are cited including works by authors mentioned in each chapter Additional works by other authors who inspired the authors appear in the bibliography on the website and on the CD ROM An annotated bibliography of papers by the members of the CLP partnership also appears at the



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**Assessment that Informs Practice** , 2000

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