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transform a theory into an algorithm

requires significant theoretical insight,

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It was roughly a month before my rst

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computational physics course began that I was introduced to Python by Bruce Sherwood and Ruth Chabay, and I realized immediately that this was the language I needed for my course. It is simple and easy to learn; it's also easy to read what another programmer has written in Python and figure out what it does.

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It is proposed that presentation using Python is a more effective and efficient way to teach physics than the traditional one. 1 The Need for Computational Education We start by looking at the results of a survey of physics bachelors conducted by the American Institute of Physics that determined which aspects of their

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education are most valuable in their current employment five years after graduation (AIP, 1995).

Computational Physics with Python - CORE

Computational Physics with Python

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Abstract A coherent set of material for upper-division ...

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This excellent book on computational

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Computational Physics: Problem Solving with Python

There are several reasons that we have chosen to use the Python programming language in the Cardiff computational physics courses: Python is an interactive language. This means that you don't have to compile and then run the code before you see

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what it does; you can execute each line as you type it.

The use of computation and simulation has become an essential part of the scientific process. Being able to transform a theory into an algorithm requires significant theoretical insight, detailed physical and mathematical understanding, and a working level of competency in programming. This upper-division text provides an unusually broad survey of the topics of modern computational physics from a multidisciplinary, computational science point of view. Its philosophy is rooted in learning by doing (assisted by many model programs), with new scientific materials as well as with the Python programming language.

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Python has become very popular, particularly for physics education and large scientific projects. It is probably the easiest programming language to learn for beginners, yet is also used for mainstream scientific computing, and has packages for excellent graphics and even symbolic manipulations. The text is designed for an upper-level undergraduate or beginning graduate course and provides the reader with the essential knowledge to understand computational tools and mathematical methods well enough to be successful. As part of the teaching of using computers to solve scientific problems, the reader is encouraged to work through a sample problem stated at the beginning of each chapter or unit, which involves studying the text, writing, debugging and running programs, visualizing the results, and

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the expressing in words what has been done and what can be concluded. Then there are exercises and problems at the end of each chapter for the reader to work on their own (with model programs given for that purpose). The text could be used for a one-semester course on scientific computing. The relevant topics for that are covered in the first third of the book. The latter two-thirds of the text includes more physics and can be used for a two-semester course in computational physics, covering nonlinear ODEs, Chaotic Scattering, Fourier Analysis, Wavelet Analysis, Nonlinear Maps, Chaotic systems, Fractals and Parallel Computing. The e-book extends the paper version by including many codes, visualizations and applets, as well as links to video lectures. * A table at the beginning of

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each chapter indicates video lectures, slides, applets and animations. *

Applets illustrate the results to be expected for projects in the book, and to help understand some abstract concepts (e.g. Chaotic Scattering) *

The eBook's figures, equations, sections, chapters, index, table of contents, code listings, glossary, animations and executable codes (both Applets and Python programs) are linked, much like in a Web document. * Some equations are linked to their xml forms (which can be imported into Maple or Mathematica for manipulation). * The e-book will link to video-based lecture modules, held by principal author Professor Rubin Landau, that cover most every topic in the book.

This book presents the proceedings of

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the 8th International Workshop on Soft Computing Applications, SOFA 2018, held on 13–15 September 2018 in Arad, Romania. The workshop was organized by Aurel Vlaicu University of Arad, in conjunction with the Institute of Computer Science, Iasi Branch of the Romanian Academy, IEEE Romanian Section, Romanian Society of Control Engineering and Technical Informatics – Arad Section, General Association of Engineers in Romania – Arad Section and BTM Resources Arad. The papers included in these proceedings, published post-conference, cover the research including Knowledge-Based Technologies for Web Applications, Cloud Computing, Security Algorithms and Computer Networks, Business Process Management, Computational Intelligence in Education and

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Modelling and Applications in Textiles and many other areas related to the Soft Computing. The book is directed to professors, researchers, and graduate students in area of soft computing techniques and applications.

Our future scientists and professionals must be conversant in computational techniques. In order to facilitate integration of computer methods into existing physics courses, this textbook offers a large number of worked examples and problems with fully guided solutions in Python as well as other languages (Mathematica, Java, C, Fortran, and Maple). It's also intended as a self-study guide for learning how to use computer methods in physics. The authors include an introductory chapter on numerical tools

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and indication of computational and physics difficulty level for each problem. Readers also benefit from the following features:

- Detailed explanations and solutions in various coding languages.
- Problems are ranked based on computational and physics difficulty.
- Basics of numerical methods covered in an introductory chapter.
- Programming guidance via flowcharts and pseudocode.

Rubin Landau is a Distinguished Professor Emeritus in the Department of Physics at Oregon State University in Corvallis and a Fellow of the American Physical Society (Division of Computational Physics). Manuel Jose Paez-Mejia is a Professor of Physics at Universidad de Antioquia in Medellín, Colombia.

This book gathers selected papers presented at the 2020 World

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Conference on Information Systems and Technologies (WorldCIST'20), held in Budva, Montenegro, from April 7 to 10, 2020. WorldCIST provides a global forum for researchers and practitioners to present and discuss recent results and innovations, current trends, professional experiences with and challenges regarding various aspects of modern information systems and technologies. The main topics covered are A) Information and Knowledge Management; B) Organizational Models and Information Systems; C) Software and Systems Modeling; D) Software Systems, Architectures, Applications and Tools; E) Multimedia Systems and Applications; F) Computer Networks, Mobility and Pervasive Systems; G) Intelligent and Decision Support Systems; H) Big Data Analytics and

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Applications; I) Human–Computer Interaction; J) Ethics, Computers & Security; K) Health Informatics; L) Information Technologies in Education; M) Information Technologies in Radiocommunications; and N) Technologies for Biomedical Applications.

This book constitutes the proceedings of the 3rd International Conference on E-Learning, E-Education, and Online Training, eLEOT 2016, held in Dublin, Ireland, August 31 – September 2, 2016. The 25 revised full papers presented were carefully reviewed and selected from 35 submissions. They focus on topics as augmented reality learning, blended learning, learning analytics, mobile learning, virtual learning environments.

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Computational physics is a rapidly growing subfield of computational science, in large part because computers can solve previously intractable problems or simulate natural processes that do not have analytic solutions. The next step beyond Landau's First Course in Scientific Computing and a follow-up to Landau and Páez's Computational Physics, this text presents a broad survey of key topics in computational physics for advanced undergraduates and beginning graduate students, including new discussions of visualization tools, wavelet analysis, molecular dynamics, and computational fluid dynamics. By treating science, applied mathematics, and computer science together, the book reveals how this knowledge base

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can be applied to a wider range of real-world problems than computational physics texts normally address.

Designed for a one- or two-semester course, A Survey of Computational Physics will also interest anyone who wants a reference on or practical experience in the basics of computational physics. Accessible to advanced undergraduates Real-world problem-solving approach Java codes and applets integrated with text Companion Web site includes videos of lectures

This volume constitutes the proceedings of the 16th International Conference on Intelligent Tutoring Systems, ITS 2020, held in Athens, Greece, in June 2020. The 23 full papers and 31 short papers presented in this volume were carefully reviewed

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and selected from 85 submissions. They reflect a variety of new techniques, including multimodal affective computing, explainable AI, mixed-compensation multidimensional item response, ensemble deep learning, cohesion network analysis, spiral of silence, conversational agent, semantic web, computer-supported collaborative learning, and social network analysis.

This is the first comprehensive research monograph devoted to the use of augmented reality in education. It is written by a team of 58 world-leading researchers, practitioners and artists from 15 countries, pioneering in employing augmented reality as a new teaching and learning technology and tool. The authors explore the state of the art in educational augmented

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reality and its usage in a large variety of particular areas, such as medical education and training, English language education, chemistry learning, environmental and special education, dental training, mining engineering teaching, historical and fine art education. Augmented Reality in Education: A New Technology for Teaching and Learning is essential reading not only for educators of all types and levels, educational researchers and technology developers, but also for students (both graduates and undergraduates) and anyone who is interested in the educational use of emerging augmented reality technology.

“This fantastic and deep book about how to use Sage for learning and doing mathematics at all levels

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perfectly complements the existing Sage documentation. It is filled with many carefully thought through examples and exercises, and great care has been taken to put computational functionality into proper mathematical context. Flip to almost any random page in this amazing book, and you will learn how to play with and visualize some beautiful part of mathematics.” --- William A. Stein, CEO, SageMath, and professor of mathematics, University of Washington SageMath, or Sage for short, is an open-source mathematical software system based on the Python language and developed by an international community comprising hundreds of teachers and researchers, whose aim is to provide an alternative to the commercial products Magma, Maple, Mathematica, and MATLAB®.

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To achieve this, Sage relies on many open-source programs, including GAP, Maxima, PARI, and various scientific libraries for Python, to which thousands of new functions have been added. Sage is freely available and is supported by all modern operating systems. Sage provides a wonderful scientific and graphical calculator for high school students, and it efficiently supports undergraduates in their computations in analysis, linear algebra, calculus, etc. For graduate students, researchers, and engineers in various mathematical specialties, Sage provides the most recent algorithms and tools, which is why several universities around the world already use Sage at the undergraduate level.

This collection of different views on

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how digitalization is influencing various industrial sectors addresses essential topics like big data and analytics, fintech and insuretech, cloud and mobility technologies, disruption and entrepreneurship. The technological advances of the 21st century have been massively impacted by the digital upheaval: there is no future without digitalization. The sale of products and services has left the classical point of sale and now takes place on a variety of channels. Whether in the automotive industry, travel and traffic, in cities, or the financial industry – newly designed ecosystems are being created everywhere; data is being generated and analyzed in real time; and companies are competing for mobile access channels to customers in order to gain knowledge about their individual contexts and preferences. In

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turn, customers can now publicly share their opinions, experiences and knowledge as User Generated Content, allowing them to impact the market and empowering them to build or destroy trust.

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