

Concept-Development Practice Page

27-2

Polarization



The amplitude of a light wave has magnitude and direction and can be represented by a vector. Polarized light vibrates in a single direction and is represented by a single vector. To the left, the single vector represents vertically polarized light. The vibrations of non-polarized light are equal in all directions. There are as many vertical components as horizontal components. The pair of perpendicular vectors to the right represents non-polarized light.



1. In the sketch below, non-polarized light from a flashlight strikes a pair of polarizing filters.



- a. Light is transmitted by a pair of polarizing filters when their axes are (aligned) (crossed at right angles)

and light is blocked when their axes are (aligned) (crossed at right angles).

- b. Transmitted light is polarized in a direction (the same as) (different than) the polarization axis of the filter.

2. Consider the transmission of light through a pair of polarizing filters with polarization axes at 45° to each other. Although in practice the polarizing filters are one atop the other, we show them spread out side by side below. From left to right: (a) Non-polarized light is represented by its horizontal and vertical components. (b) These components strike filter A. (c) The vertical component is transmitted, and (d) falls upon filter B. This vertical component is not aligned with the polarization axis of filter B, but it has a component that is — component t; (e) which is transmitted.



- a. The amount of light that gets through Filter B, compared to the amount that gets through Filter A is (more) (less) (the same).

- b. The component perpendicular to t that falls on Filter B is (also transmitted) (absorbed).

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JA Banks



Concept Development Practice Page 27 1:

Discoveries Houghton Mifflin Company,1988-03 **Classroom Instruction That Works** Ceri B. Dean,Elizabeth Ross Hubbell,2012-01-15 In 2001 Classroom Instruction That Works inspired more than a million teachers to refine their approach to teaching by asking and answering these questions What works in education How do we know How can educational research find its way into the classroom How can we apply it to help individual students This all new completely revised second edition of that classic text pulls from years of research practice and results to reanalyze and reevaluate the nine instructional strategies that have the most positive effects on teaching and learning Setting objectives and providing feedback Reinforcing effort and providing recognition Cooperative learning Cues questions and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses A new framework organizes these strategies in preparation for instructional planning and it highlights the point that all of the strategies are effective and should be used to complement one another Each teaching strategy is supported with recommended classroom practices examples of the strategy in use tips for teaching and information about using the strategy with today s learners Whether you are coming to this book for the first time or are a veritable expert in the nine strategies this second edition will help you develop your instructional approach broaden your influence as a teacher and enhance the learning potential of all your students We haven t reinvented the wheel We ve taken classroom instruction that works and made it thrive **Theoretical Nursing** Afaf Ibrahim Meleis,2011 An additional assumption was that the processes for theory development were new to nursing and hence nurses in graduate programs learned strategies for advancing knowledge from other disciplines This assumption was debunked with the knowledge that nurses were always engaged in knowledge development driven by their experiences in clinical practice Because of these assumptions most of the early writing about theory development was about outlining strategies that should be used rather than strategies that have already been used in the discipline to develop theories Theorists themselves did not uncover or adequately discuss ways by which they developed their theories therefore the tendency was to describe processes that were based on theories developed in other disciplines mainly the physical and social sciences And an implicit assumption was made that there should be a single strategy for theory development some claiming to begin the process from practice and others believing it should be driven by research Provided by publisher Land Use Practice and Forms John J. Delaney,Stanley D. Abrams,Frank Schnidman,1996 **Mathematics Plus** ,1992 *New Ways in Numbers* ,1964

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