

SOLIDWORKS COURSE SYLLABUS

Sessions	Topics
Session 1	Basic concept of Design with its Aesthetics and ergonomics, Absolute and incremental mode of dimensioning, axis conventions, accuracy vs precision, tolerance basics, types of fits, 2D entities and 3D primitives etc.,
Session 2	Introduction to CAD/CAM/CAE, Features of Solidworks, Introduction to GUI(Graphic User Interface) - UCS - Toolbar - Drop down menu - Formatting tab - Feature manager design tree, callouts, handles, confirmation corner, mouse buttons, keyboard shortcuts, command manager. Hardware and software requirements, Solidworks task scheduler, SW Rx.
Session 3	Basic concept: 3D model principle - Origin of software - Principles of first and third angle projection
Session 4	<u>2D sketching:</u> - Line - Rectangle - Circle - Polygon - Arc - Polyline - Ellipse - Pattern - Mirror - Copy - Trim - Extend - Centerline - Convert entities etc.,
Session 5	<u>3D Part Modeling</u> (Solid modeling) and Embodiment and practice drawings - Extrude, - Extruded cut, - Revolve, - Revolved cut, - Swept boss/base - Swept cut, - Lofted boss/base - Lofted cut - Shell - Rib

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Sw 4c Syllabus:

4C-ID Model and Cognitive Approaches to Instructional Design and Technology: Emerging Research and Opportunities de Miranda, Guilhermina Maria Lobato Ferreira, Rafael, Manuel Joaquim Henriques, Melo, Mário Marcelino Luis de, Costa Pardal, Joana Martinho de Almeida, Pontes, Thiago Bessa, 2020-12-18 There has been an evolution of the explanations on the results of research on human learning and how digital technologies have supported the design of more efficient learning environments Previous theories such as Richard Mayer's cognitive theory of multimedia learning and John Sweller's cognitive load theory have gained significant attention and remain the two main theories within the multimedia learning field However there has not yet been a book compiled of several investigations on the specific 4C ID model that covers different domains of knowledge The 4C ID model combines the two main theories of Richard Mayer and John Sweller to advance the field of learning and instruction 4C ID Model and Cognitive Approaches to Instructional Design and Technology Emerging Research and Opportunities explores the behavioral and constructivist approaches to learning and instruction and focuses mainly on the particular cognitive approach and resulting theories and insights of the 4C ID model The chapters present the results of three experimental studies applied to the teaching of electrical circuits initiation to computer programming using the Alice microworld and computer programming using Python textual language This book is a valuable resource tool for computer programmers computer scientists teachers educational psychologists practitioners researchers academicians and students interested in the various approaches to learning and instruction in terms of the 4C ID instructional model *New Jersey World Languages Curriculum Framework*, 1999 **Computational Thinking Curricula in K-12** Harold Abelson, Siu-Cheung Kong, 2024-05-21 An international overview of how policy makers curriculum developers and school practitioners can integrate computational thinking into K 12 curricula In today's digital society computational thinking CT is a critical component of all children's education In *Computational Thinking Curricula in K 12* editors Harold Abelson and Siu Cheung Kong present a range of professional perspectives on the most effective ways to integrate CT into school curricula Their edited volume which offers an overview of educational policy curriculum development school implementation and classroom practice will appeal especially to policy makers curriculum developers school practitioners and educational researchers The essays cover twelve countries and regions across three continents Australia China Finland Hong Kong India Israel New Zealand Singapore South Korea Spain Taiwan and the United Kingdom with a particular emphasis on Asia A companion to the editors' earlier *Computational Thinking Education in K 12* this book consists of two sections 1 educational policy and curriculum development and 2 school implementation and classroom practice The authors delve into issues of regional history governmental planning official initiatives leadership commitment curriculum design pedagogical implementation equity diversity and inclusion assessment including longitudinal assessment across age groups formal and informal learning approaches to CT and teacher development Specific topics include core

competencies and CT education robotics education and CT AI and CT and game based platforms for computational problem solving The varying ways that CT is being integrated into the early grades in particular presents an interesting case study in international comparative education **The Journal of Education** ,1914 **Proceedings of Multidisciplinary Curriculum Development Conference on HIV Infection** ,1987 Resources in Education ,1982 *A Directory of the Education Division of the United States Department of Health, Education and Welfare, March, 1975* United States. Department of Health, Education, and Welfare. Education Division,1975 **Research in Education** ,1974 **Journal of Education** ,1914 Smith's Textbook of Endourology Arthur D. Smith,Glenn Preminger,Gopal H. Badlani,Louis R. Kavoussi,2019-01-08 The most comprehensive textbook in the field edited by the founding father of endourology returns for a new edition In full colour throughout and packed with surgical teaching videos this is an essential purchase for all urologists wishing to master their skills Proceedings of Urban Solid Waste Management Scheme (National Stakeholders Consultative Workshop) ,1998 School Government Chronicle and Education Authorities' Gazette ,1908 **Supporting Self-Regulated Learning and Student Success in Online Courses** Glick, Danny,Bergin, Jeff,Chang, Chi,2023-03-07 Students who self regulate are more likely to improve their academic performance find value in their learning process and continue to be effective lifelong learners However online students often struggle to self regulate which may contribute to lower academic performance Likewise less experienced online teachers who are in the process of implementing or have implemented a shift from in person to distance learning may struggle to enable their students to employ effective self regulation techniques Supporting Self Regulated Learning and Student Success in Online Courses examines current theoretical frameworks research projects and empirical studies related to the design implementation and evaluation of self regulated learning models and interventions in online courses and discusses their implications Covering key topics such as online course design student retention and learning support this reference work is ideal for administrators policymakers researchers academicians practitioners scholars instructors and students **The Annual Index to the Times** ,1906

Designing Training to Shorten Time to Proficiency Raman K. Attri,2019-02-20 This book deals with solving a pressing organizational challenge of bringing employees up to speed faster In the fast paced business world organizations need faster readiness of employees to handle the complex responsibilities of their jobs The author conducted an extensive doctoral research study with 85 global experts across 66 project cases to explore the practices and strategies that were proven to reduce time to proficiency of employees in a range of organizations worldwide This book provides the readers with a first hand account of findings exclusively related to training and learning strategies instructional methods and curriculum design This book delivers over 21 training and learning strategies across online learning classroom instructions and on the job learning These strategies will allow training designers and learning specialists to design workplace training programs that hold the potential to shorten time to proficiency of employees The book not only describes findings of the study and

theoretical underpinnings but it also provides practical guidance for implementation to equip corporate learning specialists HR professionals training leaders performance consultants and direct managers Chapter 1 of the book introduces the research study that was conducted and describes the sampling participants data collection and data analysis methodology Chapter 2 introduces the concept and definition of accelerated proficiency and metrics such as time to proficiency and speed to proficiency The chapter sets the premise for the business need that demands learning designers to explore methods to shorten time to proficiency of employees Chapter 3 describes the result of proficiency curve analysis that revealed four possible trajectories to accelerate employee proficiency Chapter 4 introduces the four key hurdles in the form of the inefficiencies of traditional training models that hamper the acceleration of proficiency This chapter sets the stage what needs to be avoided when designing training meant to accelerate proficiency Chapter 5 addresses the group of findings related to online or e learning A conceptual model is presented to describe five e learning strategies with the great potential to accelerate proficiency in workplace skills Chapter 6 focuses on findings grouped as the formal classroom or instructor led instructional strategies The chapter specifies five instructional strategies to design classroom training and deliver an enriched learning experience to put learners on an accelerated proficiency path Chapter 7 explains the findings grouped as on the job learning or workplace learning strategies The chapter describes three strategies for workplace learning design to leverage workplace opportunities and interventions which reported great potential to accelerate proficiency The chapter presents a conceptual model of workplace learning strategies to guide the implementation of these strategies Chapter 8 consolidate the strategies for online learning classroom learning and workplace learning into a simple model for training design that holds the potential to create training that can contribute into shortening time to proficiency of the employees Chapter 9 concludes the book with final thoughts on the role of training and learning strategies toward accelerating proficiency in the long run

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