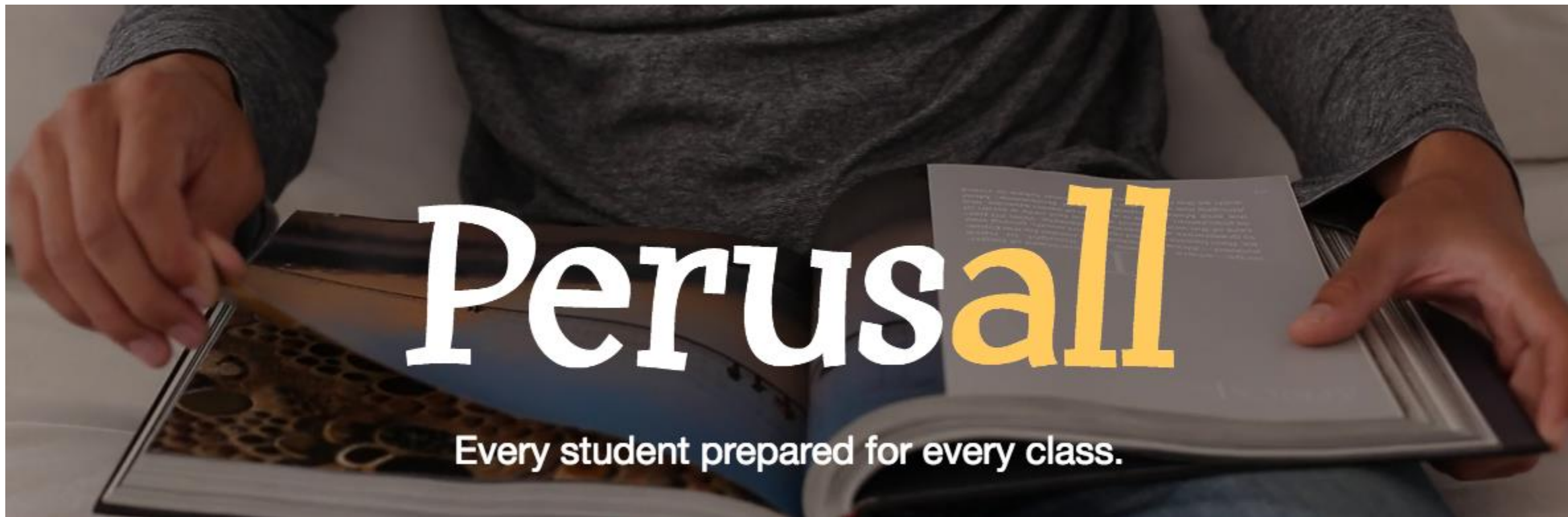


לומדים מחוץ לכיתה -
קריאת מאמרים שיתופית



Perusal

Every student prepared for every class.

תכנית האמאס

ההקשר הפדגוגי של **Perusall**

הצגת **Perusall** - המהלכים שעל מרצה לבצע

התנסות ב-**Perusall** מנקודת מבט של סטודנט.ית

עקרונות האמיצה המקוונת

גיוון אופני ההוראה והלמידה: ליצור הזדמנויות ללמידה שמשלבת בין אלמנטים סינכרוניים וא-סינכרוניים, עם תוצרים מסוגים שונים

גיוון פעילויות בשיעור: ליצור שיעור דינמי ולא מונוטוני; לאפשר דרכים מגוונות ללמידה לאורך השיעור להרבות בבדיקת הבנה ומשוב – משוב למרצה ולסטודנט (גם על השיעור, הפעילויות, ההסברים ההתנסויות, וגם כדי לעודד סטודנטים לערוך רפלקציה על מצבם)

נוכחות חברתית מוגברת – לפצות על תחושת הריחוק וניכור, לאפשר ערוצי תקשורת ושיחה מגוונים לעורר תחושת מוטיבציה מתוך יצירה של תחושת שייכות וחיזוק תחושת המסוגלות והאוטונומיה המשכיות ורציפות – להפוך את תהליך הלימוד למשהו מתמשך ולמנוע אפשרות לדחיינות שימוש בעזרים ויזואליים – לנצל את המדיום להמחשה בדרכים מגוונות, להתאים את דרך ההצגה למדיום

למידה פעילה

Hybrid learning

שילוב של למידה סינכרונית עם למידה א-סינכרונית

למידה סינכרונית

- פנים מול פנים בקמפוס
- זום

למידה א-סינכרונית

- סרטונים
- קריאת מאמרים

לאמיצה היברידיית - עקרונות

שילוב היתרונות של כל אחת מצורות הלמידה: פנים מול פנים (סינכרוני) עם הלמידה הדיגיטלית (הא-סינכרונית)

יתרונות הלאמיצה הא-סינכרונית

גמישות – בזמן ובמקום, בקצב הלמידה, בדרכי הלמידה, במעורבות עם החומר הנלמד, למידה שיתופית עם עמיתים.ות

יתרונות הלאמיצה פנים-מול-פנים (סינכרונית)

מעורבות סטודנטים.יות בזמן-אמת, שאלות ותשובות, דיונים, קשר אישי(?)

What is Perusall

כלי שיתופי המיועד לקריאת מאמרים וספרים, תוך כתיבת הערות, שאלות וניהול דיון מרובה משתתפים.

הכלי הופך את הקריאה, פעולה שבדרך כלל נעשית לבד, לפעילות שיתופית

פותח באוניברסיטת הרווארד:



Gary King is the Weatherhead University Professor, Harvard's most distinguished faculty position, and Director of the Institute for Quantitative Social Science.



Brian Lukoff is an educator, entrepreneur, and engineer. A Lecturer in the McCombs School of Business, University of Texas at Austin, he has a Ph.D. in Education from Stanford.



Eric Mazur is Balkanski Professor of Physics and Applied Physics and Dean of Applied Physics at Harvard. He is also inventor of Peer Instruction, and pioneer of the flipped classroom.



Kelly Miller is Lecturer at the Paulson School of Engineering and Applied Sciences at Harvard. Her research is in Peer Instruction. She has a Ph.D. in Applied Physics from Harvard.

What types of files can be uploaded to **Perusall**

- PDF files
- EPUB book files
- Word documents
- Excel documents
- Source code files (in most popular languages)

Perusall - עקרונות

הפיכת הקריאה להתנסות שיתופית מגבירה את המוטיבציה הפנימית, ומשפרת את חווית הלמידה.

יתרונות:

- מעודד קריאת מאמרים, ספר קורס וכדומה
- קריאה מודרכת
- קצב הלמידה נקבע ע"י הלומד.ת
- מעורבות בתהליך הקריאה
- משפר את הלמידה במפגש הפרונטלי
- מתממשק למודל
- (כמעט) בלי תוספת עבודה למרצה

Perusall פתחאל יק

- המרצה מעלה קובץ
- המרצה מקצה משימות קריאה
- המרצה מעלה נקודות למחשבה ודיון, משימות להעמקת הקריאה, הנחיות
- הסטודנטים/יות קוראים/ות ומשתפים/ות שאלות, מחשבות, מסקנות, ידע חיצוני וכו'. ניתן לכתוב הערות לטקסט, תמונות, נוסחאות
- המערכת מחלקת את הסטודנטים/יות לקבוצות (20)
- מבצעת בדיקת איכות ופיזור ההערות ונותנת ציונים.
- המרצה מקבלת תמונת מצב לגבי הלמידה – קושי, עניין, שגיאות בהבנה.

for the molecular field theory is given by

$$T_c = \lambda C. \quad (6.19)$$

Thus T_c is proportional to the molecular field parameter λ and approaches zero when λ approaches zero. This should not be surprising, since for $\lambda = 0$ we recover the paramagnetic or non-interacting result, $T_c = 0$.

6.3. Critical-point exponents for the mean field theory

We begin by considering the case $S = \frac{1}{2}$, so that the equation of state in the mean field theory is, from (6.14) and (6.12),

$$M = M_0 \tanh \left\{ \frac{1}{2} \beta \bar{\mu} (H + \lambda M) \right\}. \quad (6.20)$$

If we introduce the reduced variables

$$\sigma \equiv \frac{M}{M_0} \equiv \frac{M(T, H)}{M(0, 0)} \quad (6.21)$$

and $\tilde{T} \equiv T/T_c$, then (6.20) becomes

The screenshot shows a chat window titled "Current conversation" with the following messages:

- Green bubble: "what happens in this critical temperature?" (+1)
- Pink bubble: "below the critical temperature you can get the non trivial solutions" (+2)
- Green bubble: "i meant what happens in this critical temperature physically?" (+2)
- Pink bubble: "i think below this temperature you still get phase transitions (related to magnetic phase properties of your material) above it you cannot get phase transition, hence the trivial and non-trivial solutions, the point itself is equilibrium point, i'm not sure if its stable/unstable point though.." (+3)
- Pink bubble: "Above a certain temperature there is more thermal energy kicking the system constituents around not allowing phase separation to occur." (+2)
- Blue bubble: "In other words there is sufficient thermal energy to allow the system not to bind to any specific order - which in itself is about coming to equilibrium with the surrounding magnetization." (+2)


Confusion report

- Perusall


Get started Documents **Assignments** Students + Add assignment Edit deadlines

Week 4 (Sept. 17-21) Reading Assignment


Due Sun Sep 30, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 5 (Sept. 24 - 28) Reading Assignment


Due Sun Oct 14, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 7 (Oct. 8-12) Reading Assignment

Due Sun Oct 21, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 8 (Oct. 15-19) Reading Assignment

Due Sun Oct 28, 2018 5:00 pm EDT

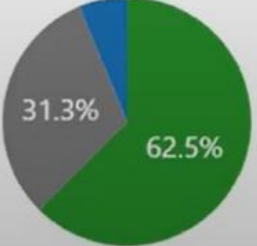
 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 9 (Oct. 22-26) Reading Assignment

Assignment deadline has passed.

Work on assignment Edit Extend deadline for a student Copy full title for LMS Delete

Analytics Confusion report All comments

Overall assignment progress



| Category | Percentage |
|---------------------------------|------------|
| Completed with maximum score | 62.5% |
| Completed but not maximum score | 31.3% |
| Some work submitted | 6.2% |
| No work submitted | 0% |

- Completed with maximum score
- Completed but not maximum score
- Some work submitted
- No work submitted

Confusion report - Perusall

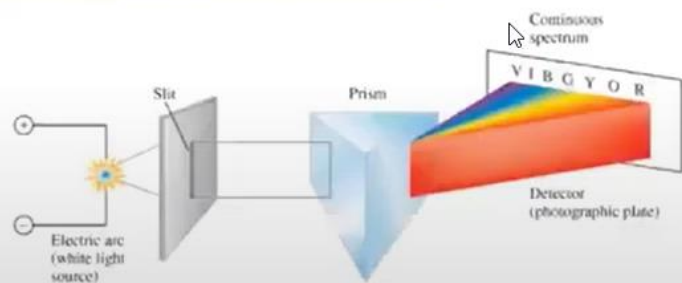
תצוגה של 3 נושאים בהם נערכו דיונים
(מסייע לקראת המפגש הסינכרוני / פרונטלי)

Confusion report for General Chemistry NYA by Yann Brouillette Revised05 F2016, Pages 109-122

Topic 1 (keywords: different, graph)

7.3 The atomic Spectrum of Hydrogen

When a sample of hydrogen gas receives a high-energy spark, the H₂ molecules absorb energy, and some of the H-H bonds are broken. The resulting hydrogen atoms are excited; that is, they contain excess energy, which they release by emitting light of various wavelengths to produce what is called the emission spectrum of the hydrogen atom.

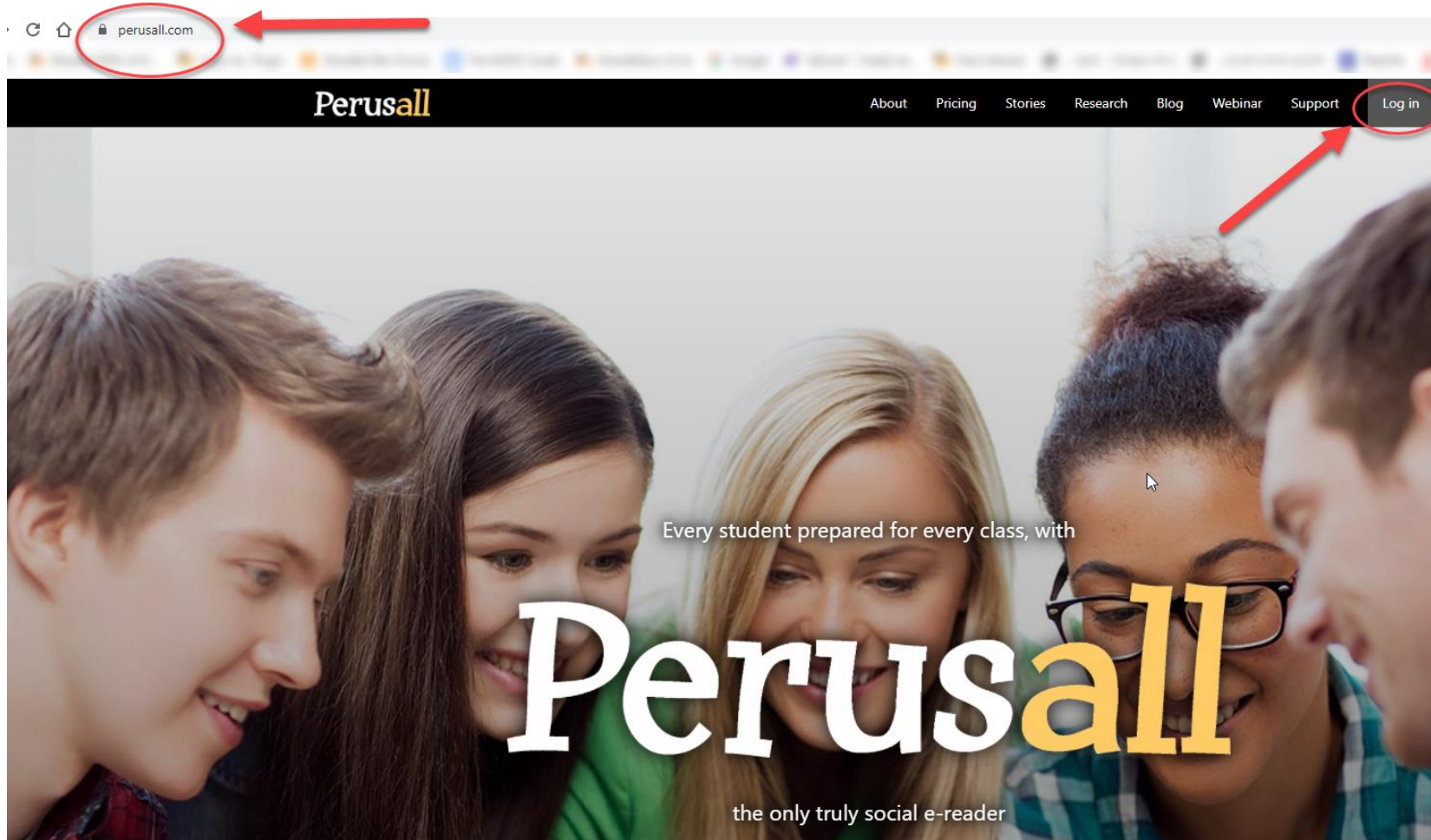


↓ Scroll for more

- ZD** Do these allowed circular orbits vary, for example in distance, for every atom, ⁺¹ and if yes what are the factors that make them different for an atom compared to another? Personally, I would guess that they change, but I don't really know why.
- SG** This energy graph is much different from those I saw in high school. We focused on graphing a reaction's energy; the reactants were labeled on one side of the curve, and the products were labeled on the other side of the curve. Will we ever look at those types of graphs again? Also, what is the connection between the different types of energy graphs?
- MF** I googled the history behind this, and there seems to be another formula for hydrogen-like elements. What are these "hydrogen-like" elements, and what makes them resemble hydrogen? Also, would that formula be useful as well, or will we just focus on the equation for hydrogen specifically?

Show more...

Perusall - @perusall.com



יצירת פעילות - מוצג

הוספת משאב או פעילות

כרגע לא קיימת אקורה בנוגע לפעילות או משאב זה

MOST USED

- בוחן
- מטלה
- פורום
- קובץ
- קישור לאתר אינטרנט

פעילויות

- AnnotoDashboard
- Journal
- Mentio
- Perusall**
- StudentQuiz
- Unicko Online Meeting
- Virtual programming lab
- Zoom

ביטול **הוספה**

הוספת כלי/תוכן חיצוני (LTI) - ל- בוחן

הגדרות כלליות

שם פעילות

בחירת תוכן

הגדרות נוספות...

פרטיות

ציונים

הגדרות רכיב כלליות

הגבלת גישה

תנאים להשלמת פעילות

תגים

מיומנויות

ביטול **שמירת שינויים והצגתם** **שמירת שינויים וחזרה לקורס**

יצירת משנה - פורום

Please agree to our Terms of Service and Privacy Policy.

Terms of Service [Print](#)

Frequently Asked Questions

What are my rights over content I post to Perusall?

You retain complete control over your content. If instructors request that their courses be completely deleted, we do not retain any information, including posts, from them. Instructors have complete control over the content displayed and can remove the content of any post at any time.

Are my class' annotations accessible via a search engine?

Privacy Policy [Print](#)

- How We Use Information Collected
- How We Protect Your Information
- Our Legal Bases for Use of Your Information
- Online Analytics
- How We Share Information
- How Long We Keep Information
- Your Choices
- Notice to E.U. and Other Non-U.S. Residents
- Cookies Notice
- Children's Privacy

OK



Perusall - יציאת מ'שנה -2

The screenshot shows the Perusall 'Get started' page. The page title is 'Perusall > Perusall > Get started' with a sub-header 'Created from Moodle'. The user is identified as 'Yael Lin'. The main content area is titled 'To set up your course:' and contains four numbered steps:

- 1 Create links in your LMS for students to access Perusall:** students will be enrolled automatically when they click the Perusall link in your Learning Management System. You can track which students have used Perusall by clicking **Students**.
- 2 Set a course start and end date,** and tell Perusall about your estimated enrollment and grouping preferences in **Settings**.
- 3 Choose course materials** by clicking **Library**. Select a textbook from our catalog, upload a file from your computer, take a snapshot of a web page, or add a video.
- 4 Create assignments** by clicking **Assignments**. Perusall engagement...

A white tour overlay is centered on the page with the text: 'Welcome to Perusall! This brief tour will show you how to set up and navigate your course.' It has 'Next' and 'End tour' buttons.

Welcome to Perusall! With only a few minutes of setup for an entire semester, Perusall is designed to motivate students primarily through the content of the readings and their social interactions. You may also choose to use Perusall's engagement score (perhaps by combining it with your class participation score so students can help each other in whatever way they feel most comfortable). The Perusall engagement score is computed from student behavior and designed, based on our research, to predict students' mastery of the subject (see the welcome message we suggest you provide your students; you may adjust the grading rubric in **Settings**). Perusall then gently nudges students to get try to get every student 100% on this score and deliver to you a class of fully prepared students.

To keep students focused on intrinsic motivation for the material rather than grades or gaming the system, the **student welcome message** describes the general characteristics of effective reading without giving precise definitions. Since grading is designed to get every student prepared and 100% credit for the reading, students view it as non-adversarial and do not feel the need to game the system. Please ask students to pay attention to Perusall nudges, as doing so will not only improve their grade for each assignment but will also improve their performance in the course.

In addition to the textbook, we encourage you to upload all your class materials into Perusall. That way, if a student has a question, they can annotate your syllabus, a handout, or a problem set. You or (if you choose) another student can answer it, and you'll never need to answer the same question twice.

Our knowledge base has additional guides, such as suggestions on how to incorporate Perusall scores into your course grades, and what instructions to provide to students.

Perusall - *የ 60ፆ6 ገዢያ ደን*

🏠 Get started **📖 Library** 📅 Assignments 👤 Students + Add

+ Add content

- Folder**
Add folders to your course to organize content in the library. Folders can be individually hidden from them, or want certain content only accessible through an assignment.
- Textbook**
Select a book from 200,000+ titles in our catalog. Students simply purchase the book through Perusall, usually at the normal digital price.
- Web page**
Take a snapshot of a web page to add to your content library.
- Documents from Dropbox**
Select a PDF, EPUB, or Word document from your Dropbox to add to your content library.
- Documents from my computer**
Upload a PDF, EPUB, or Word document directly from your computer to your content library.
- Materials from another course**
Copy course materials from another course into this one.
- Video New**
Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.
- iClicker New**
Allow students to purchase iClicker Reef at a discount. (Purchasing iClicker through Perusall is only available for students in the US and Canada.)

Help


🔍 How can we help?

zendesk

Perusall - יצירת מ'עמך

🏠 Get started **📖 Library** **📅 Assignments** ←

+ Add content

- ☰  ● 'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian

📁 Folder
Add folders to your course to organize content in the library. Folders can be individually hidden, or you can want certain content only accessible through an assignment.

📖 Textbook
Select a book from 200,000+ titles in our catalog. Students simply purchase the book through Perusall.

🌐 Web page
Take a snapshot of a web page to add to your content library.

📁 Documents from Dropbox
Select a PDF, EPUB, or Word document from your Dropbox to add to your content library.

📁 Documents from my computer
Upload a PDF, EPUB, or Word document directly from your computer to your content library.


📁 Materials from another course
Copy course materials from another course into this one.

📺 Video New
Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.

📄 iClicker New
Allow students to purchase iClicker Reef at a discount. (Purchasing iClicker through Perusall.)

Perusall - יצירת משימות

🏠 Get started 📖 Library 📅 Assignments 👤 Students

 [+ Add assignment](#) [⌵ Edit deadlines](#)

You have no assignments in your course yet! To add some, click the **Add assignment** button above.

Add assignment

1. Select content to assign 2. Set name and deadline 3. Set optional advanced options

Content to assign



'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian



Perusall - יצירת משימה

Content to assign

'We shouldn't go back to lectures_ why future students will learn online _ Universities _ The Guardian

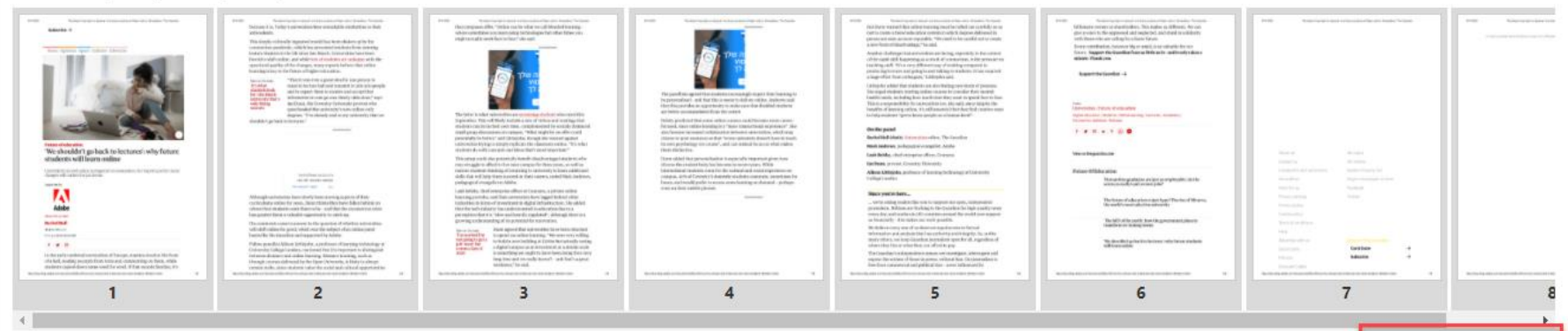
Range to assign

Assign page ranges

Part 1 of 1 Enter a page range or click to select a range. (Click to select the first page in the range and then click again to select the last page in the range.)

Reset selection

Assign page 1 to page 8



+ Add another part

Assign all content

Previous step

Next step


Save changes


Cancel






Perusall - יציאת מ'ש' - נ




Get started Library **Assignments** Students + Add assignment Edit deadlines

Due Mon Sep 14, 2020 4:00 pm IDT

 • 'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian
Entire document

 'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian
Entire document
Due Mon Sep 14, 2020 4:00 pm IDT

 Open  Edit  Extend deadline for a student  Copy full title for LMS  Delete

 Analytics  Confusion report  All comments

Overall assignment progress

100%

- Completed with maximum score (0.0%)
- Completed but not maximum score (0.0%)
- Some work submitted (0.0%)
- No work submitted (100.0%)

0 comments, 0 questions, 0 unanswered questions

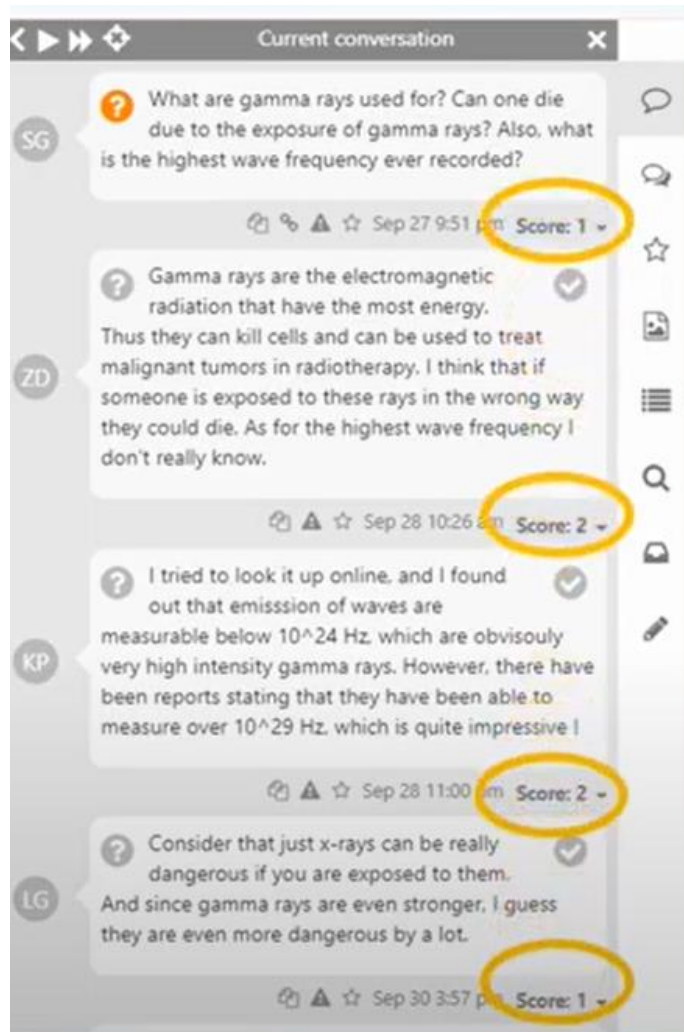
0 minutes average reading time

Perusall - און פארוואנדלונג

פארוואנדלונג

The screenshot displays the Perusall interface. On the left is a navigation sidebar with sections: Perusall (with a close button), My Courses, Course home, Settings, Gradebook, Student view, Notifications, Notes, and Add to my calendar. Below this are Readings, Library (with a link to 'We shouldn't go back...'), Assignments (with a link to 'Show previous assignments...'), Chats, Groups (with Announcements and General discussion), One-on-One, and Hashtags (#grades, #lecture, #logistics, #section). The main content area shows a tweet from @rachela_hall dated Fri 3 Jul 2020 07:00 BST, with social media sharing icons. The tweet text reads: "In the early medieval universities of Europe, masters stood at the front of a hall, reading excerpts from texts and commenting on them, while students copied down notes word for word. If that sounds familiar, it's". Below the tweet is a link to the Guardian article: <https://amp.theguardian.com/education/2020/jul/03/we-shouldnt-go-back-to-lectures-why-future-students-will-learn-online>. A chat window titled "Current conversation" is open on the right, showing a message: "Click a highlight to view the discussion here, or create a highlight to start a conversation." The chat window has a vertical toolbar with icons for chat, highlights, and other features. The bottom of the page shows a "More on this topic" section with a quote: "That it was ever a great idea for one person to".

Perusall - מַעְרָכַת סוֹפְרִים

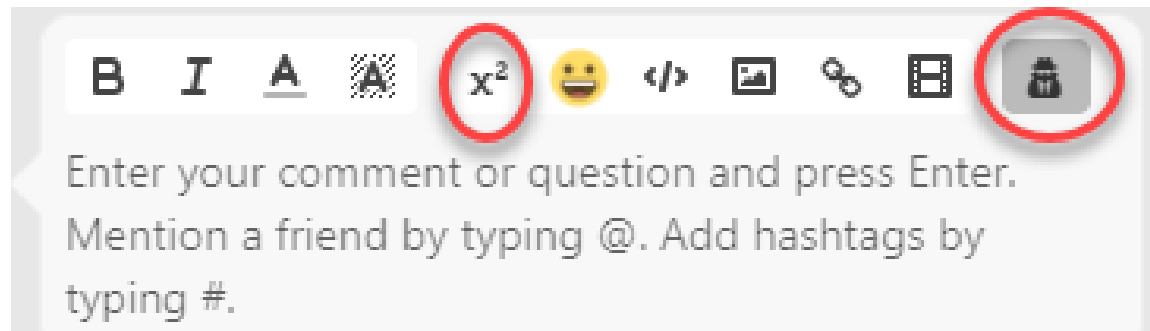


1. מרצים.ות וסטודנטים.יות יכולים לענות על שאלות שהעלו סטודנטים.יות
2. לכל אנוטציה ניתן ציון, ובסוף מתקבל ציון סופי על המשימה
3. הציון ניתן על סמך מאמץ ותוצאות (ניתן אוטומטית ע"י המערכת)
4. ניתן להטמיע את הציון בדו"ח הציונים במודל

Perusall - מַעֲרָפֵי אֶת 60/3/16 סְרֵסֵי -

LaTeX

סטודנטית יכולה לבחור
שהערה תהיה אנונימית



The image shows a comment input box with a toolbar. The toolbar contains icons for bold (B), italic (I), underline (A), strikethrough (A with a diagonal line), a LaTeX icon (x²), an emoji, a code icon (</>), a link icon, a video icon, and a lock icon. The LaTeX icon and the lock icon are circled in red. Below the toolbar, the text reads: "Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #."

כיצד מתקבל הציון?

ניתן להגדיר עד 6 פרמטרים שירכיבו את ציון הסטודנט.ית (הציון ינתן באופן אוטומטי)

להסבר

העזרה בקישור של המשימה ב-Perusall

כדי לקבל ציון במבחן יש להוסיף למבחן כל משימה בנפרד

The screenshot shows the Perusall LMS interface for an assignment. The left sidebar contains navigation options like 'My Courses', 'Course home', 'Settings', 'Gradebook', 'Student view', 'Notifications', 'Notes', 'Add to my calendar', 'Readings', 'Library', 'Assignments', 'Chats', 'Groups', 'One-on-One', and 'Hashtags'. The main content area shows the assignment details, including the due date 'Due Tue Jun 16, 2020 1:37 pm IDT', the title 'powerposing', and the document 'Entire document'. Below this, there are buttons for 'Open', 'Edit', 'Extend deadline for a student', 'Copy full title for LMS', and 'Delete'. The 'Copy full title for LMS' button is circled in red. Below the buttons, there is a section for 'Overall assignment progress' with a 100% progress indicator and a legend for completion status. Below that, there are sections for 'Most upvoted annotations' and 'Most active students'.

This close-up shows a green notification box at the top with the text: 'Copied assignment title to the clipboard. Set this to be the title of the assignment in your LMS.' Below the notification, the 'Copy full title for LMS' button is circled in red, with a red arrow pointing to it from the notification box. To the right of the button is a 'Delete' button.

כדי לקבל ציון מאובל יש להוסיף מאובל כל משימה הנמצא

הוספת משאב או פעילות

כרגע לא קיימת עזרה בנוגע לפעילות או משאב זה

MOST USED

- בחון
- מטלה
- פורום
- קובץ
- קישור לאתר אינטרנט

פעילויות

- AnnotoDashboard
- Journal
- Ment.io
- Perusall**
- StudentQuiz
- Unicko Online Meeting
- Zoom
- אגרון מונחים
- בלוג (ימוררשת)

ביטול **הוספה**

הוספת כלי/תוכן חיצוני (LTI) - עבודה משותפת

הדבקת כותרת המשימה שהועתקה מ Perusall

powerposing

בחירת תוכן

הגדרות כלליות

שם פעילות

הגדרות נוספות...

פרטיות

ציונים

הגדרות רכיב כלליות

פקיסוף למשימה מתוקה פמואל



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YL

Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance

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Abstract

Humans and other animals **express power** through open, expansive postures, and they express powerlessness through closed, contractive postures. But can these postures actually cause power? The results of this study confirmed our prediction that posing in high-power nonverbal displays (as opposed to low-power nonverbal displays) would cause neuroendocrine and behavioral changes for both male and female participants: High-power posers experienced elevations in testosterone, decreases in cortisol, and increased feelings of power and tolerance for risk; low-power posers exhibited the opposite pattern. In short, posing in displays of power caused advantaged and adaptive psychological, physiological, and behavioral changes, and these findings suggest that embodiment extends beyond mere thinking and feeling, to physiology and subsequent behavioral choices. That a person can, by assuming two simple 1-min poses, embody power and instantly become more powerful has real-world, actionable implications.

Keywords

cortisol, embodiment, hormones, neuroendocrinology, nonverbal behavior, power, risk taking, testosterone

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All conversations

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what do you think about this?

מה משדרת תנוחה זו?

מה משדרת תנוחה זו?

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does this mean that behavior changes due to exterior ch...
seems this article complies with the empiricist philosophy a...

אנוצ'ו פו וויב'ו

The screenshot displays a course management interface. At the top, there are navigation tabs: 'Get started', 'Library', 'Assignments', and 'Students'. The 'Library' tab is highlighted with a red box, and a red arrow points from it to the 'Add content' button. Below the 'Add content' button, a dropdown menu is open, listing various content types: 'Folder', 'Textbook', 'Web page', 'Documents from Dropbox', 'Documents from my computer', 'Materials from another course', 'Video', and 'iClicker'. The 'Video' option is highlighted with a red box, and a red arrow points to it. A 'Help' widget is visible in the top right corner, featuring a search bar and the text 'zendesk'.

Get started **Library** Assignments Students

+ Add content

- Folder
Add folders to your course to organize content in the library. Folders can be individually hidden from them, or want certain content only accessible through an assignment.
- Textbook
Select a book from 200,000+ titles in our catalog. Students simply purchase the book through Perusall, usually at the normal digital price.
- Web page
Take a snapshot of a web page to add to your content library.
- Documents from Dropbox
Select a PDF, EPUB, or Word document from your Dropbox to add to your content library.
- Documents from my computer
Upload a PDF, EPUB, or Word document directly from your computer to your content library.
- Materials from another course
Copy course materials from another course into this one.
- Video** **New**
Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.
- iClicker **New**
Allow students to purchase iClicker Reef at a discount. (Purchasing iClicker through Perusall is only available for students in the US and Canada.)

Help
How can we help?
zendesk

אנוציה על ויצאו

Perusall > מודל מתקדמים - השתלמות > פילוספיה של המדע - פופר חזרה

All comments ▾ Help

השתלמות - השתלמות... X

- My Courses
- Course home
- Settings
- Gradebook
- Student view
- Notifications
- Notes
- Add to my calendar

Readings

Library

- powerposing
- המחקר המדעי
- synchronic tools summer ...
- יה של המדע - פופר חזרה

Assignments

- Show previous assignments...
- May 31: synchronic tools ...
- May 31: פופר חזרה...

Chats

Groups

- Announcements
- General discussion

One-on-One

Hashtags

- #grades
- #lecture
- #logistics
- #section

+ Add comment

Current conversation

- YL ? what is the main difference between Popper and Hempel?
- Hempel focuses on confirmation and Popper - On falsification

Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #.

חזרה:
פילוסופיה של המדע

1. מדע - פסאודו מדע
2. קריטריון התיחום
3. עקרון ההפרכה מה
4. עקרון האישוש

ביקורת על עקרון ההפרכה

2020-04-14 12:03:51

Perusall התנסות ה

כניסה לאתר המופל להתנסות

Course overview

Select Faculty or year

כללי

לומדה להכרת החוק והנהלים למניעת הטרדה מינית לסגל - Prevention of sexual harassment for staff

Perusall

הדרכת BigBlueButton

הדרכת ZOOM למרצים

התנסות זום לסטודנטים

יבוא נובמבר

מדור השתלמויות ונסיעות חו"ל

מדריך מקוון