UNDERLYING CONCEPTS OF ROOM LIGHTING FOR THE INTELLIGENT LAYMAN. pdf

1: How old is Dana Levenson from CTV news

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The alternative hypothesis is that people perform deductions using the right half of the brain, as suggested by the mental models view that deduction requires regions of the brain that involve spatial reasoning. Rules have very simple If-Then structure. Heuristic are rules of thumb that contribute to satisfactory solutions without considering all possibilities. In inductive generalization, rules are formed from examples; but rules can also be formed from other rules by a process that in the SOAR model is called chinking and in the ACT model is called composition. State Operator and Result. A computational theory of thinking. Another computational theory of thinking. The more a rule gets used successfully, the more likely is to be used in the future. Language Chomsky continues to maintain that every human is born with an innate universal grammar. Contrary to his initial beliefs about children acquiring the ability to use language abductively by forming hypothesis about what rules to apply to their individual language , he currently holds that children learn a language automatically by merely recognizing which of a set of finite set of possibilities that language employs Chomsky Pg Consider the example of human face consisting of two eyes, a nose and a mouth. Perhaps babies learn this concept from experience as they repeatedly encounter examples of faces. But there is experimental evidence that babies do not have to learn the typical structure of faces, but rather are born expecting faces to look a certain way. Metaphorical interpretation appears to be an obligatory process that accompanies literal processing, rather than an optional process that occurs after literal processing. Boroojerdi found that the left prefrontal cortex is involved in analogical reasoning by determining that magnetic stimulation of that part of the brain speeds up solution times for solving analogical problems. This is consistent with recent findings that reasoning involving complex relations, which is crucial for analogical thinking, also involves the left prefrontal cortex Christoff Pg. The areas of the brain most immediately connected to the retina have a spatial organization that is structurally similar to that of the retina. Since these areas preserve some of the spatial structure of objects presented to the retina I recall reading somewhere that exposure to say, a column, produces neural activity in an area with some shape of a column. Kosslyn review neurological studies of visual, auditory and motor imagery. Constrains can be satisfied in parallel by repeatedly passing activations among all the units iterations , until after some number of cycles of activity all units have reached stable activation levels. This process is called relaxation, by analogy to a physical process that involve objects gradually achieving a stable shape or temperature. Achieving stability is called settling. Relaxing the network means adjusting the activation of all units based on the units to which they are connected until all units have stable high or low activations. To bypass the impossibly long times required for some iterations â€" propagations McClelland et al advocate complementary learning systems that use both a slow-learning component for semantic as well as a fast learning one for object names and other information. Bodies in the world. Lakoff and Johnson argue that human concepts are embodied in the sense that they are crucially shaped by our bodies and brains, specially by our sensory and motor systems. For example, our concepts of color are shaped in part by two aspects of our bodies: Moreover, the basic concepts that we use to categorize the world are derived in part from the way that our visual and other sensory system detect the overall part-whole structure of the world. We can form visual images of elephant and chairs, but not of more abstract concepts such as animal and furniture. Bodies, the world, dynamic systems. Searle contents that is obvious that you are merely manipulating symbols you do not understand, so that a similarly a computer manipulating symbols is lacking in understanding. People with different languages vary with respect to their ways of thinking about space, time, objects, color, shapes events and other minds. For example English speakers use front-back spatial terms to talk about time: Mandarin Speakers use an alternative up-down spatial

terms to talk about time.

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2: Sound absorber for wall and ceiling by Lindner Group | STYLEPARK

*Underlying concepts of room acoustical control for the intelligent layman [Jordan Levenson] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

Space Utilization Application Acuity Brands Allows property managers to analyze where occupants spend their time in order to make data-driven decisions for renovation and other expansions. Frequently Asked Questions 1. What types of offices are there? Commercial office space is typically segmented into Class A, B and C offices. These offices often represent the highest quality real estate in their markets and fetch the highest rent. These are generally new offices with modern amenities. These offices are one step down from Class A. These tend to either be older offices in prime locations or tend to fall outside prime office locations. For example, a Class B office could either be an older property in a downtown location or a newer property but outside the city limits in a suburban location. These offices are older properties in less desirable locations. Many of these offices may be single-story locations in a strip mall in a less desirable location. In addition, offices may be segmented into their purpose and general design trends to make it easier for architects, lighting designers and interior decorators to pinpoint trends and solutions. At Acuity Brands, we categorize offices into the following three segments: Modern Office â€" We define modern offices as Class A office space that is used by technology companies, life sciences companies and creative industries. While the concepts can vary by industry and by region, modern offices trend towards an open office environment designed for collaboration and co-working and bringing natural elements inside the built environment to stimulate creativity. Office daylighting, then, is very important in a modern office lighting scheme, as is the need for a high degree of controllability in order to personalize office lighting as it evolves throughout the day. To see daylighting in an open office, watch this video: Professional services offices are generally Class A and B offices and include a private office perimeter with a centralized common space of open offices or cubicles. Professional services office lighting varies from client-facing areas that use lighting as a statement of their brand to open office lighting that minimizes glare on mobile and computer screens. Service Centers â€" These include contact centers, insurance company offices, data centers and call centers. These service centers feature a high density of employees in a space, so oftentimes the best office lighting solutions for service centers are focused on a rapid ROI and enhancing productivity and focus. Therefore, service center lighting tends to be functional, minimizing eye strain of employees while providing general ambient illumination. What is the best way to light an open office? Most office lighting designers will strive for flexibility and good illumination when designing an open office plan. They do this by layering the three different types of light, focusing on ambient and task lighting and including accent lighting where appropriate. This generally produces the best office lighting for these spaces. Does lighting actually have an impact on my office productivity? Click on this link to learn more about lighting impact on office employees: How can choosing the right lights help me reduce my energy costs? LED office fixtures have an average expected life of 25 to 35 years or longer. We know building codes require many common spaces to be lit 24 hours per day so one can reduce office energy costs even further in these spaces by integrating commercial LED fixtures with automated controls that will dim and turn lights off as permitted. What are the differences between office ambient lighting, office task lighting and office accent lighting? And which one is the best lighting for office applications? Typically, there are three categories of lighting; ambient, task and accent. Each has a different purpose, and each is important in commercial office lighting design. Ambient lighting provides overall illumination and is often interchangeable with general lighting. Ambient lighting in offices could be achieved with 2x2 troffers, pendants or sconces. Acuity Brands luminaires utilizing advanced technology can deliver ambient lighting in offices with unprecedented uniformity and with varying ratios of uplight and downlight. Task lighting supports the performance of specific tasks by delivering a narrow distribution of light to a specific workplace, like a desk or whiteboard. While many fixtures can support task lighting with their narrow distributions, task

lighting in offices is often achieved with downlights, track lights and pendants. Accent lighting is popular in office lighting design. It adds drama to a space to highlight awards, art or specific architectural features in an office. Do I really have to worry about lighting my stairwells? Building codes have specific requirements for stairwells, as they act as paths of egress in an emergency. These regulations often extend to certain corridors and hallways as well. What do parking garage lighting and office lighting have in common? In terms of the lighting, typically nothing. However, ownership of a building will often include the parking structure or parking lot and thus property owners are typically interested in our wide variety of office parking lighting solutions. Acuity Brands has parking lot lights with integrated photocells, allowing for dusk-to-dawn fixture control â€" no more need for manual adjustment! Additionally, our LED fixtures help eliminate hot spots and provide a greater quality of light. Check out this video for an illustration of how using advanced controls in an office parking garage can help minimize energy usage and therefore minimize costs. This video illustrates how LED lighting and automated controls can be used to help minimize energy use in a parking lot, while still supporting a safe and secure environment. How does office outdoor lighting impact tenants of a building? Tenants may feel safer with outdoor lighting that provides sufficient illumination without pools of light that make it difficult to see into the darkness. Acuity Brands offers a wide variety of motion-activated floodlights, bollards, wall packs, spotlights, and wet- and damp-location-rated recessed fixtures, making us your single-source provider for office outdoor lighting. These energy-efficient, integrated LED products come in a variety of weather and vandal-resistant finishes, lumen packages and color temperatures, making them ideal for practically any outdoor need.

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3: Commercial Office Lighting | LED Office Lighting Fixtures

Get this from a library! Underlying concepts of room acoustical control for the intelligent layman. [Jordan Levenson].

Lamp Shut off, fixture reset Remote patching channel Control[edit] Moving lights are controlled in many ways. Usually the fixtures are connected to a lighting control console , which outputs a control signal. This control signal sends data to the fixture usually in one of three ways: The fixture then takes this signal and translates it into internal signals which are sent to the many stepper motors located inside. DMX connectors, the most common method of controlling moving heads. The vast majority of moving heads are controlled using the DMX protocol , usually using dedicated twisted pair, shielded cable [2] with 5-pin XLR connectors at the ends. The central lighting desk transmits data on these channels which the intelligent fixture interprets as value settings for each of its many variables, including color , pattern , focus , prism , pan horizontal swing , tilt vertical swing , rotation speed, and animation. Very few moving heads use analogue control, due to crippling restrictions on bandwidth, data transfer speeds and potential inaccuracy. Some of the most modern intelligent fixtures use RJ or Ethernet cabling for data transfer, due to the increased bandwidth available to control increasingly complicated effects. Using the new Ethernet technology, control surfaces are now able to control a much larger array of automated fixtures. This protocol allows for communication between the lighting controller and fixtures. Moving lights are programmed using a fixture box in ETC light boards Moving lights are much more difficult to program than their conventional cousins because they have more attributes per fixture that must be controlled. A simple conventional lighting fixture uses only one channel of control per unit: Everything else that the light must do is pre-set by human hands colour, position, focus, etc. An automated lighting fixture can have as many as 30 of these control channels. A slew of products are available on the market to allow operators and programmers to easily control all of these channels on multiple fixtures. Lighting boards are still the most common control mechanism, but many programmers use computer software to do the job. Software is now available that provides a rendered preview of the output produced by the rig once fixtures are connected to the program or console. This allows programmers to work on their show before ever entering the theater and know what to expect when the lights are connected to their controller. While it is true that moving lights have in a sense "revolutionized" the world of concert and other event lighting, to call these fixtures "intelligent" can be offensive to some people. In fact, not every person involved in the music production business feels that moving lights are intelligent, necessary, or even desirable at all. While this type of technology can be used very effectively, there are many instances in which it simply distracts an audience from the musical content on stage. In this case, to call this lighting "intelligent" can be the source of much confusion. Examples of such internal devices are: Mechanical dimming shutters used to vary the intensity of the light output. Mechanical dimmers are usually a specially designed disk or a mechanical shutter. Shutters with high speed stepper motors can be used to create strobe effects. Color wheels with dichroic color filters used to change the color of the beam. Variable, incremental Cyan , Magenta and Yellow color-mixing filters to vary beam color via subtractive color mixing. Using this method, a much wider range of colors can be created than is possible using single color filters. Some fixtures have as many as 10 independently controlled prisms and lenses to focus and shape the beam. Some fixtures have motors to rotate the gobo in its housing to create spinning effects, or use their complicated lens systems to achieve the same effect. Automated framing shutters to further shape the beam and control unwanted spill. These fixtures also use motors to enable physical movement of the light beam by either: On a moving head the glass gobos could have some fault caused by back-reflections of the light on the lens, to solve this defect can be used antireflections gobo. Naturally, there are exceptions to this rule, most notably the use of large numbers of moving heads for international sporting events, such as the Commonwealth Games [6] or Olympic Games , [7] where many thousands of separate automated fixtures are often used to light the opening and closing ceremonies. The Summer Olympics , in Beijing, had a rig of around 2, intelligent fixtures which is "the largest

single automated lighting system ever assembled for a single event" [8] Usually, however, the use of intelligent lights is confined to theatre , concerts , nightclubs , and churches where the versatility of these fixtures can be utilised to its best extent. In these applications, the uses of fixtures can be informally grouped into two categories: Passive use of automated lighting involves utilizing their versatility to perform tasks which would otherwise require many conventional lights to accomplish. Attempting this transition with traditional lighting fixtures could require as many as thirty instruments. In this circumstance, the automated fixtures are not doing anything that could not be achieved using conventional fixtures, but they dramatically reduce the number of lights needed in a rig. Other features of automated fixtures, such as rotating gobos , are also possible with conventional fixtures, but are much easier to produce with intelligent fixtures. Active use of automated lights suggests that the luminaire is used to perform tasks which would otherwise require human involvement, or be simply impossible with conventional fixtures. For instance, a number of moving heads producing tightly focused, pure white beams straight down onto the stage will produce a fantastic effect reminiscent of searchlights from a helicopter especially if a smoke machine or hazer is used to make the beams visible. To recreate such an effect without intelligent lights would require at least one human operator seated directly above the stage with a followspot , which would generally be considered to be too expensive for such a small effect. Moving head fixtures are often divided into spot, wash lights and beam lights. They vary in use and functions, but many companies offer profile and wash versions of the same model of light. Wash lights are more likely to have CMY colour mixing although it is common for high-end spot lights to have such features too. Spot units are generally used for their beam effect usually through smoke or haze and the ability to project texture, whereas wash lights tend to be used for providing a stage wash. Notice the difference in beam characteristics caused by the gobo of the Entour and the wider beam angle of the wash. Beam lights are often built much like the spot in terms of functionality aside from one key difference, beam lights use a wide lens to make an even more extreme beam. A typical spot has a beam angle from 15 to 35 degrees, whereas an average spot has a beam angle of three to seven degrees with some high end companies producing lights with zero degree beams. Such beam effects are less seen in the theatre industry and more in the club and concert industry. Debate[edit] Not all the light fixtures that have movement can be defined as intelligent. Basic club lighting is not controllable beyond a choice of on or off. This lack of features makes these lights only a small step above a conventional stage lighting instrument. Moving mirrors are faster than moving head fixtures. However moving heads are visually more interesting and have a far larger range of movement. The movement from mirror lights tends to be rectilinear, because the center of movement for both axes is usually in the same place, while one axis of a moving head luminaire describes a circle usually called "pan" and the other the "tilt" changes the diameter of the circular movement. In early luminaires a pseudo rotating gobo effect could be achieved by moving the tilt in line with the other axis and then moving the pan from end stop to end stop.

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4: Artificial Intelligence Comes to Lighting Control - Electrical News

Underlying concepts of room acoustical control for the intelligent layman by Jordan Levenson 1 edition - first published in

Learns independently, believes in their own need to evaluate and understand Takes what is given by authorities teacher, text without evaluation Coherence Believes physics needs to be considered as a connected, consistent framework Believes physics can be treated as separated facts or "pieces" Concept Stresses understanding of the underlying ideas and concepts Focuses on memorizing and using formulas Reality link Believes ideas learned in physics are useful in a wide variety of real-world contexts Believes ideas learned in physics are unrelated to experiences outside the classroom Math link Considers mathematics as a convenient way of representing physical phenomena Views the physics and the math as independent with no strong relationship between them Effort Makes the effort to use information available to them to modify and correct their thinking Does not use available information about their own thinking effectively Table 1: Dimensions of student "expectations. Unfortunately, we have seen that, on the average, the percentage of students with favorable attitudes tends to deteriorate as a result of traditional instruction. We presented our survey to a group of expert physics instructors and asked them to choose the answers they would like their students to give. We refer to a student opinion that agrees with the expert polarity as favorable and to one that disagrees as unfavorable. In our study of student expectations, we find that after three semesters of traditional instruction in calculus-based physics, half of our engineering physics students agree with the following statement from the MPEX survey: All I learn from a derivation or proof of a formula is that the formula obtained is valid and that it is OK to use it in problems. Our instructors carefully present critical derivations in lecture. They use them to show the applicability of the resulting formula and its relation with fundamental principles. Their view of what they expect to get out of the class is the use of formulas, not an understanding of the limitations of those formulas or the relation of the formula to fundamental principles and concepts. Building Research-Based Curricula In response to the elucidation of specific student difficulties learning introductory physics, a number of physicists have produced curricula that specifically focus on teaching more effectively. In building these research-based curricula, developers combine two elements. They use their understanding, learned from PER, as to what difficulties students really face. These are combined with educational structures and environments influenced by scholars of education and cognitive psychology who find that most students learn more effectively in active-engagement environments in which social interaction takes place. Detailed descriptions of many research-based curricula may be found in the second volume of the Proceedings of the International Conference on Undergraduate Education. Lectures are usually presented by a faculty member with little or no student participation. Lectures may include demonstrations and the modeling of the solution of sample problems. Recitations are often presented by teaching assistants TAs. They may answer student questions, but the activity tends to have the TA modeling solutions to the problem on the board. Students rarely participate actively. At the University of Washington, Lillian McDermott and her collaborators have developed a replacement for the recitation in traditional introductory classes called tutorials. In these worksheets, students are led to make predictions and compare various lines of reasoning in order to build an understanding of basic concepts. TAs serve as "facilitators" rather than as lecturers. Help with textbook problems is available in extended office hours. In addition to a lecturer, this model requires approximately one facilitator contact hour per week for 15 students. Interactive computer-based tutorial on force and motion. Students are up and around and actively participating in this classroom lesson where a motion sensor is used to provide real time graphs of position and velocity. They are led by an activity guide to build fundamental concepts and laws through guided observation and discovery. This model requires an instructor and an assistant such as a student who has successfully completed the class for about 30 students for 6 contact hours per week. Note that in tutorials, only one hour per week is changed, while the lecture, lab, and text remain traditional. In Workshop Physics, the

entire course structure is modified. Evaluating Research-Based Curricula At the University of Maryland, we have recently completed a project studying the results of one semester of calculus-based physics in three educational environments: We evaluated the effectiveness of conceptual learning with a variety of tools including detailed student interviews, open-ended examination problems, and multiple-choice diagnostics. While each method provides different insights, the results of the different probes have been consistent. For brevity, in this section we will focus on the results obtained with the FCI. It should be noted that while coverage is comparable to a traditional course, tutorials, Workshop Physics, and many other innovative learning environments emphasize conceptual learning. However, the concepts covered on the FCI such as acceleration and force are widely recognized as universally important to learning introductory mechanics. One might be concerned that the extra effort spent on concepts in the research-based courses might be at the cost of other learning goals, such as problem solving. However, student problem solving skills and expectations in research-based learning environments are as good or better than in the traditional classes. He collected FCI reports before pre and after post instruction from more than students in 62 introductory physics classes. In our study at the University of Maryland, we collected pre and post FCI scores in a calculus-based physics course both in a traditional class with recitations and the identical class but with tutorials. During a 5-year span, about half of the lecture classes were done in each mode, with students not being aware beforehand which model was to be used. We collected matched data from a total of students with ten different lecturers. Seven classes were done with recitations and nine with tutorials. The FCI was administered as an ungraded quiz during the first and last week of the course. We display the fractional gain in Fig. Two of the lecturers taught in both modes. These instructors found that their classes h factor improved by more than 0. We extended our study to more than matched students at 7 additional institutions, including a number who were introducing the Workshop Physics curriculum. Our results show a Hake factor of 0. These results are displayed in Fig. While it is encouraging that higher gains are possible, it is important to recognize that they are still much less than one. It is clear that student performance is better after going through research-based learning environments than it is after going through traditional learning environments. We used the MPEX survey to probe the distribution and changes in student cognitive attitudes. Based on the results from more than students from 6 colleges and universities, it is clear that many students come into physics with unfavorable views about the nature of learning physics. More worrisome is that these views tend to deteriorate after a traditional semester of university physics. After one semester of instruction in mechanics, almost no traditional or tutorial classes showed improvement in any of the variables. Indeed, the overall average of pre-post matched students at 3 large research universities deteriorated by about 1 s after one semester of instruction. However, it does appear that in certain modified learning environments student views do evolve to be more favorable. In the Workshop Physics classes we studied, students showed a 2. This is displayed in Fig. In this plot, the percentage of students agreeing with the favorable response is plotted on the abscissa, and the percentage giving unfavorable responses is plotted on the ordinate. Results were determined using the MPEX survey given at the beginning and end of the first semester of introductory calculus-based physics at Dickinson College Workshop Physics [WP] and three large research universities [LRU] traditional or tutorial. Conclusion Over the past two decades, an increasing number of physicists have been turning their research attention to problems of physics education. About one dozen physics education research programs now exist in research physics departments around the country. A physics department benefits from the development of more effective teaching methods tuned to their particular situation, and by building links to other physics education researchers. In this article we have discussed the findings of the physics education research community on two of the elements students need to master in order to become expert solvers of complex problems: This is by no means the whole story. Additional research is still needed on many topics, including: But the by-now large body of physics education research reference 2 cites more than items has provided many solid and surprising insights that can help physics instructors improve their judgments about what is happening in their own classrooms. This research has led to a variety of curricular tools and techniques that can help instructors deliver more effective

instruction see reference But what is perhaps most important is that the dialog within the physics community on what is effective in instruction is now well begun. We would like to thank all of the members of the Physics Education Research Group at the University of Maryland for their contributions to the research described in this paper. This paper benefited from the useful comments from the members of the physics education research groups at the Universities of Maryland and Washington. What was Dirk really thinking about light after successfully completing introductory calculus-based physics? In order to find out, I showed Dirk a small bulb, a piece of cardboard with a rectangle cut out, and a sheet of paper. Dirk drew a picture of perpendicular sine curves and called one the "electric flux" and the other the "magnetic part. We interviewed 48 students who had finished introductory calculus-based physics. Most were among the best in the class. Students were asked to make predictions and explain their reasoning. In accounting for their predictions, about half of the students had some sort of spatial interpretation of the amplitude of light. The figures show two examples. Most of the other students did not do as well as these two. This type of research has guided the development of tutorials. Students build an understanding of the different models they are using, and consider both the values and limitations of the models. There is an emphasis on reasoning required for the development and application of important concepts and principles. In some lecture classes at the University of Maryland, tutorials have replaced the traditional quantitative recitation sections. Students hold contradictory views at the same time. One of my better students came to my office after the exam and was very upset. She expressed her confusion about which of two colliding vehicles felt the greater force, a small car, or a large truck and reported that she had changed her answer numerous times during the exam. Hilborn, "Revitalizing undergraduate physics - Who needs it? For a comprehensive overview and set of references, see L. Shaffer, "Research as a guide for curriculum development: An example from introductory electricity. Investigation of student understanding," Am. McDermott, "Research as a guide for curriculum development: Design of instructional strategies," Am. Sabella, "Performance on multiple-choice diagnostics and complementary exam problems," Phys. McDermott, "The challenge of matching learning assessments to teaching goals:

5: Intelligent lighting - Wikipedia

intelligent lighting for hotels v17 page 5 of 9 04/03/ Usually installed as uplights and downlights for atmospheric exterior and interior lighting, they are also ideal for backlighting translucent panels.

6: Full Room Up-lighting & Intelligent Lighting design

To achieve better room acoustics and hence more calm working conditions, the Lindner Group has been offering manifold acoustical options to be included in the interior fit-out concept for any type of building.

7: Bright Ideas: Smart lighting | I Advance Senior Care

Each step features visual aids to illustrate underlying concepts, as well as professional tips and examples from actual studios. Everything is covered, from room design to electrical considerations, from room treatments to codes, permits, special needs, and more.

8: Mind: Introduction to Cognitive Science by Paul Thagard

LEDMO is a DIY Wireless Intelligent lighting system that every person can install without the need of a professional electrician. There are no complicated diagrams or wiring plans, just Plug and Play!

9: Childishly Simple: Å KODA Assistance Systems - Å KODA Storyboard

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Intelligent control systems exploit the potential to LIGHT FOR HOTEL AND WELLNESS tional room and lighting concepts convey a feel of luxury and uniqueness.

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