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.....34 3.4.1 Validation of the **Model**

.....34 3.4.2 Reference Scenario 2016 Result [...]

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[mariecurie-story-gb.pdf](#)

[http://www.science-story-telling.eu/fileadmin/content/projekte/storytelling/geschichten/geschichten-eng/mariecurie-story-gb.pdf](#)

Relevance:  45%

Outstanding Maria and radioactivity 1 Storytelling Teaching **Model**: [http://science-story-telling.eu](#) 2 Outstanding Maria and radioactivity Storytelling Teaching **Model**: [wiki.science-stories.org](#) Outstanding Maria and radioactivity 3 Storytelling Teaching **Model**: [http://science-story-telling.eu](#) 4 Outstanding Maria and radioactivity Storytelling Teaching **Model**: [wiki.science-stories.org](#)

File type: application/pdf
Referenced at: [Maria, die herausragende Pionierin](#)

[curie-biografie-gb.pdf](#)

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Relevance:  44%

Biography: Maria Sklodowska - Curie 1 Storytelling Teaching **Model**: wiki.science-stories.org 2 Biography: Maria Sklodowska - Curie Storytelling Teaching **Model**: wiki.science-stories.org Biography: Maria Sklodowska - Curie 3 Storytelling Teaching **Model**: wiki.science-stories.org © 2012, S@TM Research Group

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[rutherford-didaktik-gb.pdf](#)

<http://www.science-story-telling.eu/fileadmin/content/projekte/storytelling/didaktik/didaktisch-eng/rutherford-didaktik-gb.pdf>

Relevance:  43%

Suggestions to Teachers (Ernest's Nuclear Atom) 1 Storytelling Teaching **Model**: <http://science-story-telling.eu> Suggestions to Teachers (Ernest's Nuclear Atom) Expected results After the lesson, the students are expected to: 1. Describe the Rutherford's experiment, with which was formulated his atomic **model**. 2. Experiment with the simulations concerning the J.J. Thompson's atomic **model** and the Rutherford's atomic **model**. 3. Design the courses of the alpha rays in the J.J. Thompson's atomic **model** and the Rutherford's atomic **model**. 4. Locate the differences between the J.J. Thompson's atomic **model**

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Referenced at: [Rutherfords Atom](#)

[en-la-rutherford.pdf](#)

<http://www.science-story-telling.eu/fileadmin/content/projekte/storytelling/didaktik/didaktisch-eng/en-la-rutherford.pdf>

Relevance:  42%

Student's Learning Activities (Ernest's Nuclear Atom) 1 Storytelling Teaching **Model**: <http://science-story-telling.eu> Student's learning activities (Ernest's Nuclear Atom) Activity 1 You will watch a video with narration or listen to a story from your teacher about Ernest Rutherford and his **model** of the atom. Please write the most important points of the story according to your view [...], process of the experiment, experimental results which guided Rutherford to change the **model** of J.J. Thompson, ways which the science is developed

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Referenced at: [Rutherfords Atom](#)

[5-danish-german-research-paper-no.-5.pdf](#)

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Relevance:  42%

Flensburg) 1 Danish-German Research Paper No. 5: Business **Models** and the Impact of Different Market Contexts: Towards an analytical framework for researchers and practitioners Oke Chr [...] , Germany E-Mail: oke.beckmann@uni-flensburg.de & royer@uni-flensburg.de 2 Abstract The focus of this research lies on the question of how the business **model** concept can be specified, systematically operationalized and adapted to different market contexts. In the existing literature there are many definitions of business **models** which include different components. We want to give a

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Relevance:  42%

Culture, Practice & Europeanization, 2019, Vol. 4, No. 2, 78-101 78

.....
EU-topia? A critique of the European Union as a **model** [...] can and should serve as a **model** for governance beyond its own borders. Engaging the postcolonial literature, it proposes a critical analysis of the idea, discourse and practice of Europe-as-a-**model**. We argue for a problematization of the label "model" without denying the value added by EU governance for the rest of the world. We start by developing an analytical heuristic that builds on three

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Relevance:  42%

EU-topia? A critique of the European Union as a **model** [...] can and should serve as a **model** for governance beyond its own borders. Engaging the postcolonial literature, it proposes a critical analysis of the idea, discourse and practice of Europe-as-a-**model**. We argue for a problematization of the label “**model**” without denying the value added by EU governance for the rest of the world. We start by developing an analytical heuristic that builds on three

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[10-estimation-of-a-two-equation-panel-spie.pdf](#)

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Relevance: 41%

Universität Flensburg Internationales Institut für Management Estimation of a Two-Equation Panel **Model** with Mixed Continuous and Ordered Categorical [...] Zentrales Institutssekretariat Munketoft 3b; 24937 Flensburg E-Mail: zis-iim@uni-flensburg.de <http://www.uni-flensburg.de/iim/> Estimation of a Two-Equation Panel **Model** with Mixed Continuous [...] approach for panel **models** with mixed continuous and ordered categorical outcomes based on generalized estimating equations for the mean and pseudo-score equations for the covariance parameters. A

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