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# План

- Начини претраге
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- Појединачни сервиси
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- Читање 2.0 и уређаји
- Електронске књиге
- Сервис eVrary

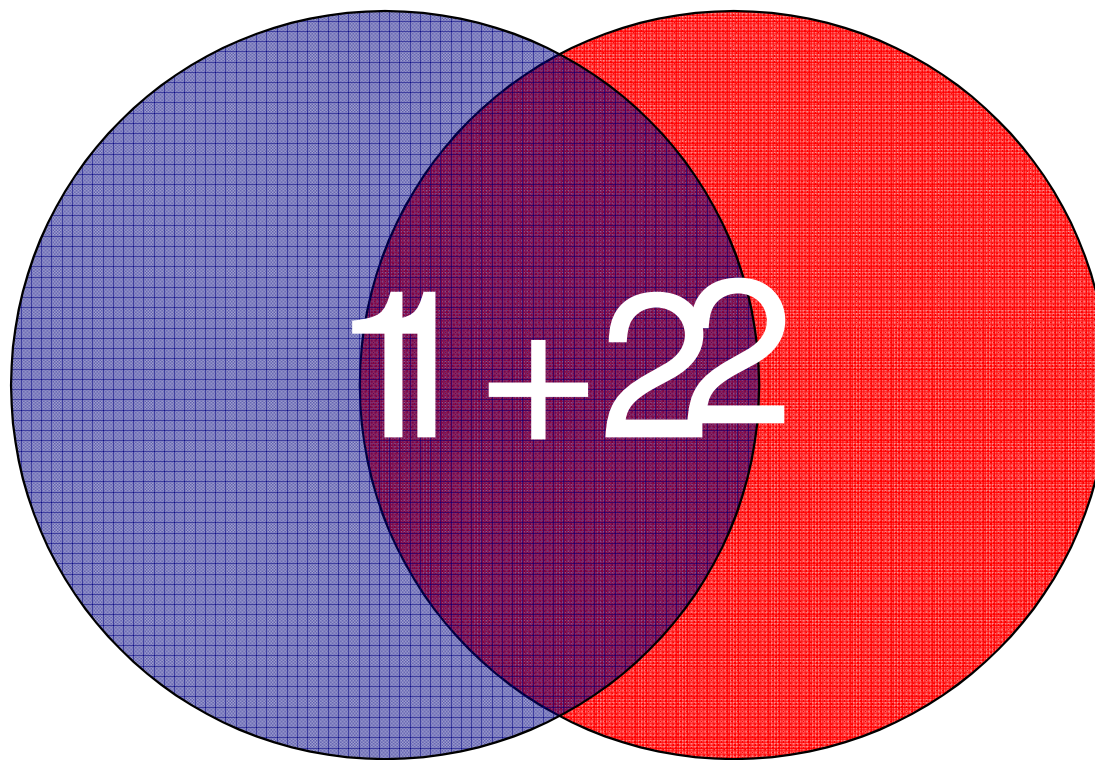
# Комбинација кључних речи

- Обавезно је коришћење логичких оператора између појмова
- Размислите о кључним речима
- Комбинујте прво мањи број појмова, а после додајте још појмова

# Синтагма

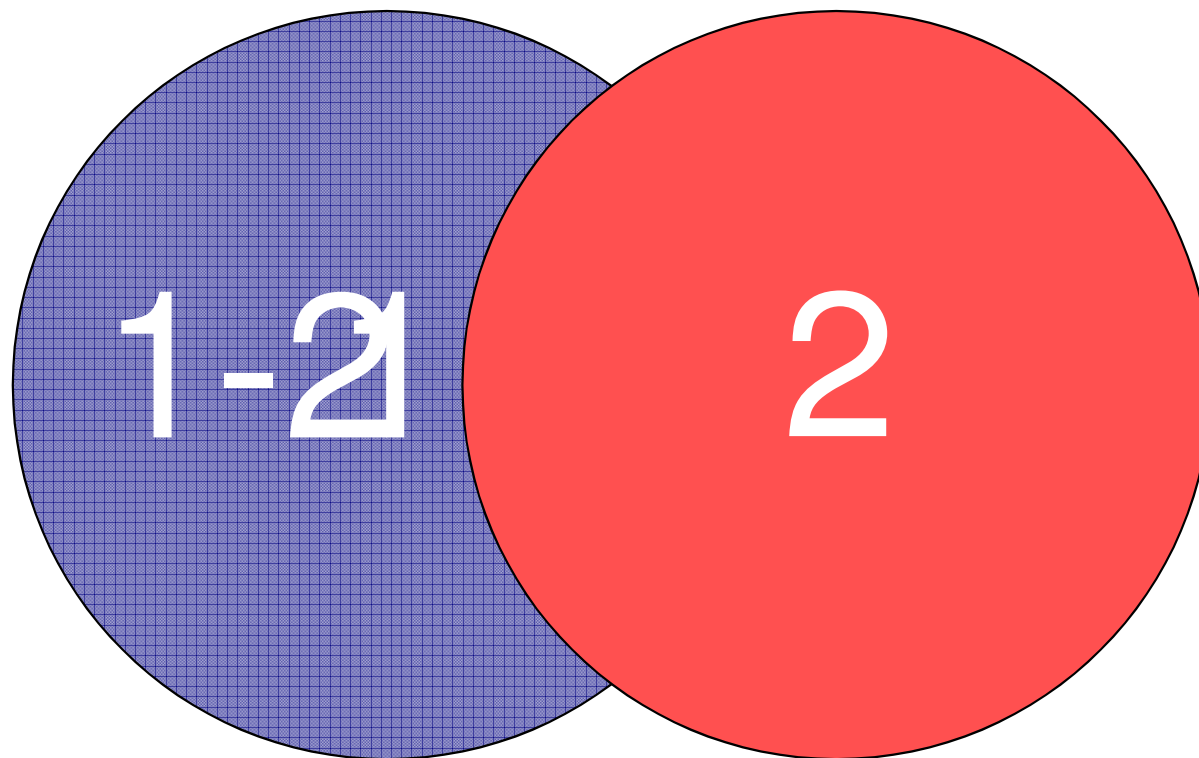
- Уколико не укуцате логичке операторе, база ће то да схвати као синтагму. У неким базама су обавезни наводници за синтагму
- Ако нисте сигурни да је ваш појам синтагма, убаците између речи логичке операторе

# ЛОГИЧКИ ОПЕРАТОР AND (И)





# ЛОГИЧКИ ОПЕРАТОР NOT (НЕ)





IP: 147.91.1.45, KoBSON

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AP	American Physical Society
PA	American Psychological Association
ME	ASME Transaction Journals
CU	Cambridge University Press
EM	Emerald Publishing
IE	IEEE Digital Library
IO	Institute of Physics Publishing
OX	Oxford University Press
RC	Royal Society of Chemistry
SG	SAGE Publishing
SD	Science Direct
SP	Springer/Kluwer
WI	Wiley Interscience

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EB	EBSCO
FM	Free Medical
HE	Hein On Line
HW	High Wire

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U rezultatima pretraživanja EleČas baze istaknute su ikonice (linkovi) izdavača (tamno zelena boja vodi ka multidisciplinarnom, svetlo zelena ka disciplinarnom servisu).

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Pédiatrie

Archives de pédiatrie 17 (2010) 1734–1743

## Clinique de la dyslexie

### Dyslexia: Clinical characteristics

C. Billard<sup>\*</sup>, F. Delteil-Pinton

*Centre référent sur les troubles des apprentissages, hôpital Bicêtre, 78, rue du Général-Lederc, 94275 Le Kremlin-Bicêtre cedex, France*

Disponible sur Internet le 11 novembre 2010

#### Résumé

La dyslexie est un trouble de l'acquisition de la lecture avéré, durable, inattendu qui survient chez un enfant intelligent, dans des conditions d'apprentissages « normales », sans pathologie sensorielle, psychiatrique ou neurologique lésionnelle. La dysorthographe est son corollaire quasi-constant. Dans le vaste problème des difficultés scolaires, la dyslexie représente les troubles de la lecture liés à un dysfonctionnement cérébral qui a été mis en évidence par les progrès considérables des neurosciences en imagerie ou génétique. Malgré cela, il n'est pas aujourd'hui de diagnostic possible de la dyslexie par un examen complémentaire si sophistiqué soit-il. Le diagnostic repose sur l'examen clinique donnant toute son importance à la symptomatologie. Optimiser la prise en charge de l'enfant dyslexique est un enjeu essentiel aujourd'hui possible grâce aux connaissances des bases cognitives et à la mobilisation des acteurs. Connaître la symptomatologie est donc essentiel pour que le médecin de l'enfant assure la coordination et harmonisation de la pédagogie et des soins et puisse guider les parents.

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#### Abstract



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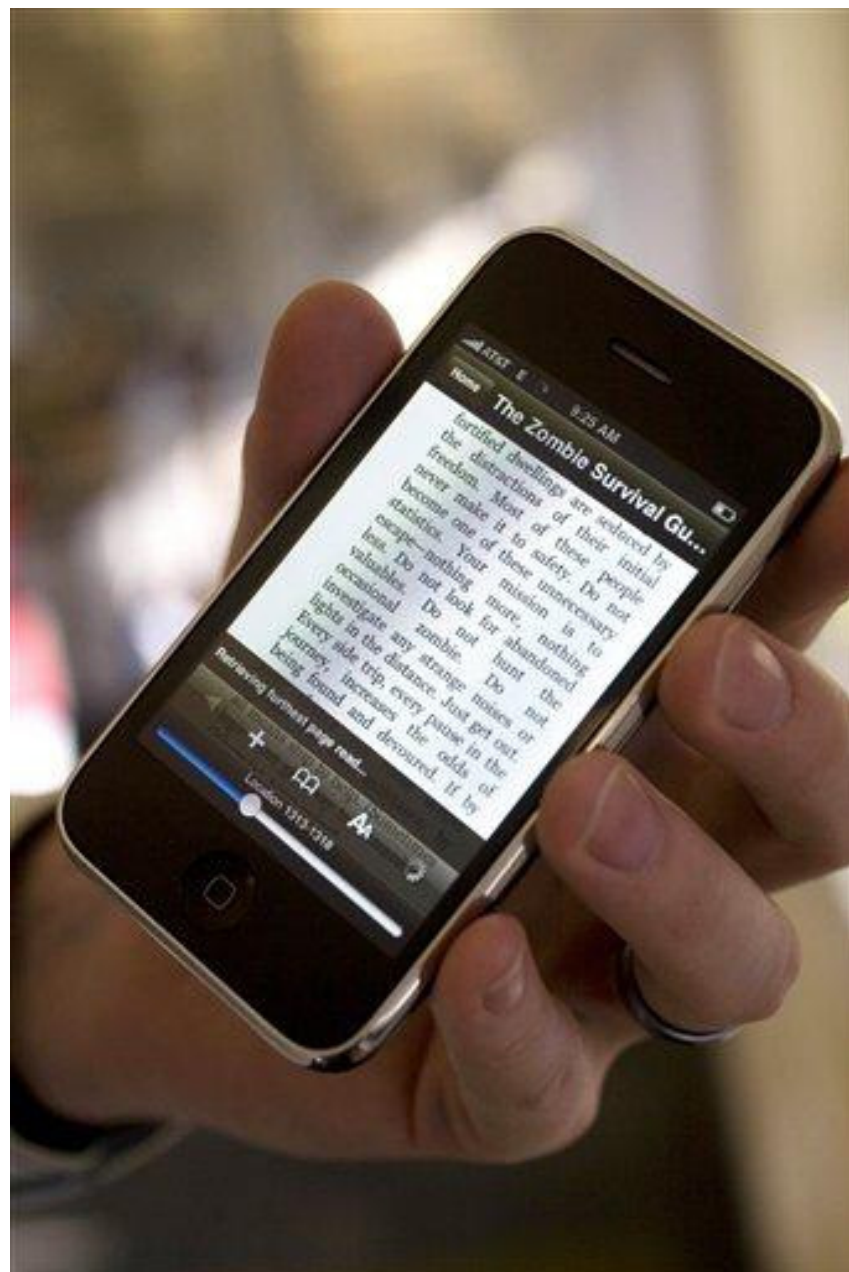
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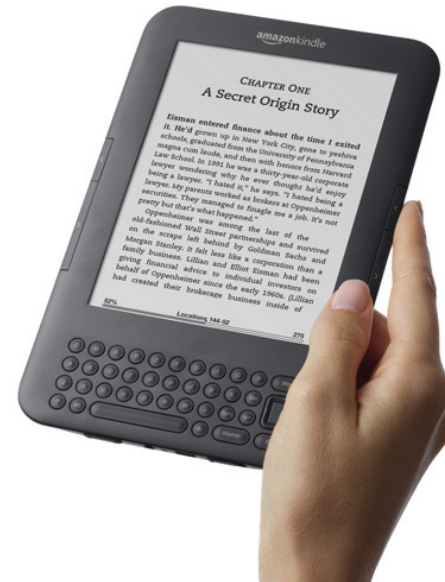
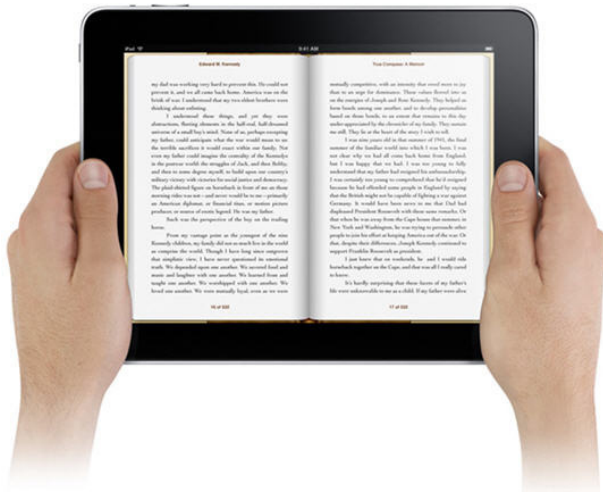
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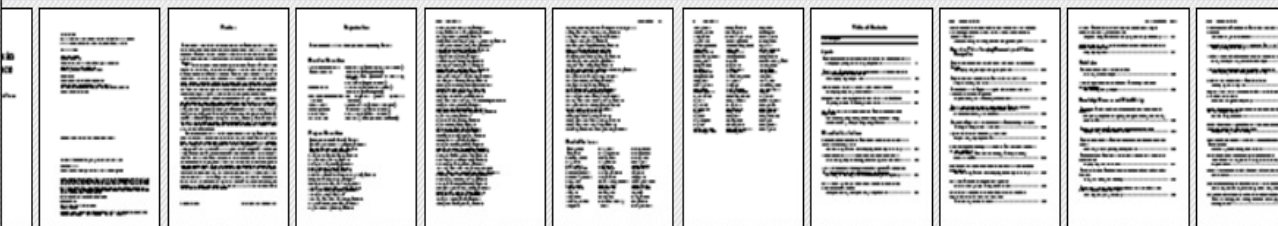

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## Approaches: A Case in Mining Medical Diagnostic Rules

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**Abstract.** Fuzzy system modeling approximates highly nonlinear systems by means of fuzzy if-then rules. In the literature, different approaches are proposed for mining fuzzy if-then rules from historical data. These approaches usually

# A Comparative Analysis of Fuzzy System Modelling Approaches: A Case in Mining Medical Diagnostic Rules

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**Abstract.** Fuzzy system modeling approximates highly nonlinear systems by means of fuzzy if-then rules. In the literature, different approaches are proposed for mining fuzzy if-then rules from historical data. These approaches usually utilize fuzzy clustering in *structure identification* phase. In this research, we are going to analyze three possible approaches from the literature and try to compare their performances in a medical diagnosis classification problem, namely Aachen Aphasia Test. Given the fact that the comparison is conducted on a single data set; the conclusions are by no means inclusive. However, we believe that the results might provide some valuable insights.

## 1 Introduction

In the decision making process, one often needs to introduce soft computing techniques in order to understand the structure and the behavior of a system that is highly nonlinear. Amongst the soft computing techniques, fuzzy system modeling (FSM) provides valuable knowledge to the decision maker in terms of linguistic (and therefore easily comprehensible) fuzzy if-then rules that relate the inputs to the corresponding outputs. In earlier approaches, the fuzzy if-then rules were determined a priori from other sources such as experts' knowledge. However this methodology is highly subjective. Therefore, recent research is on modeling approaches for objective identification of the structure in the data in terms of fuzzy if-then rules [4,5,6,7,9].

Many different approaches have been proposed to date for the structure identification phase of FSM. Generally speaking, these algorithms can be classified into three broad approaches in terms of the *structure of the consequents* in the fuzzy if-then rules they generate. In this paper we will focus on the ones that have constants or fuzzy sets as the consequents. Those algorithms usually utilize fuzzy clustering in order to determine the fuzzy if then rules. The aim of this research is to compare three algorithms with three different perspectives of utilizing the fuzzy clustering.

In the following section we will first introduce the notation that will be used in this paper and later provide more details on different fuzzy if-then rule structures. In the third section we will summarize the FSM algorithms that will be used in the

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**MORAL FOUNDATIONS OF EDUCATIONAL RESEARCH**  
Knowledge, Inquiry and Values

*Moral Foundations of Educational Research* considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially human enterprise, discussion about methodology starts, not with the widely used claim that educational research should be 'useful' and 'relevant', but with the attempt to justify and elaborate that claim with reference to its moral foundations.

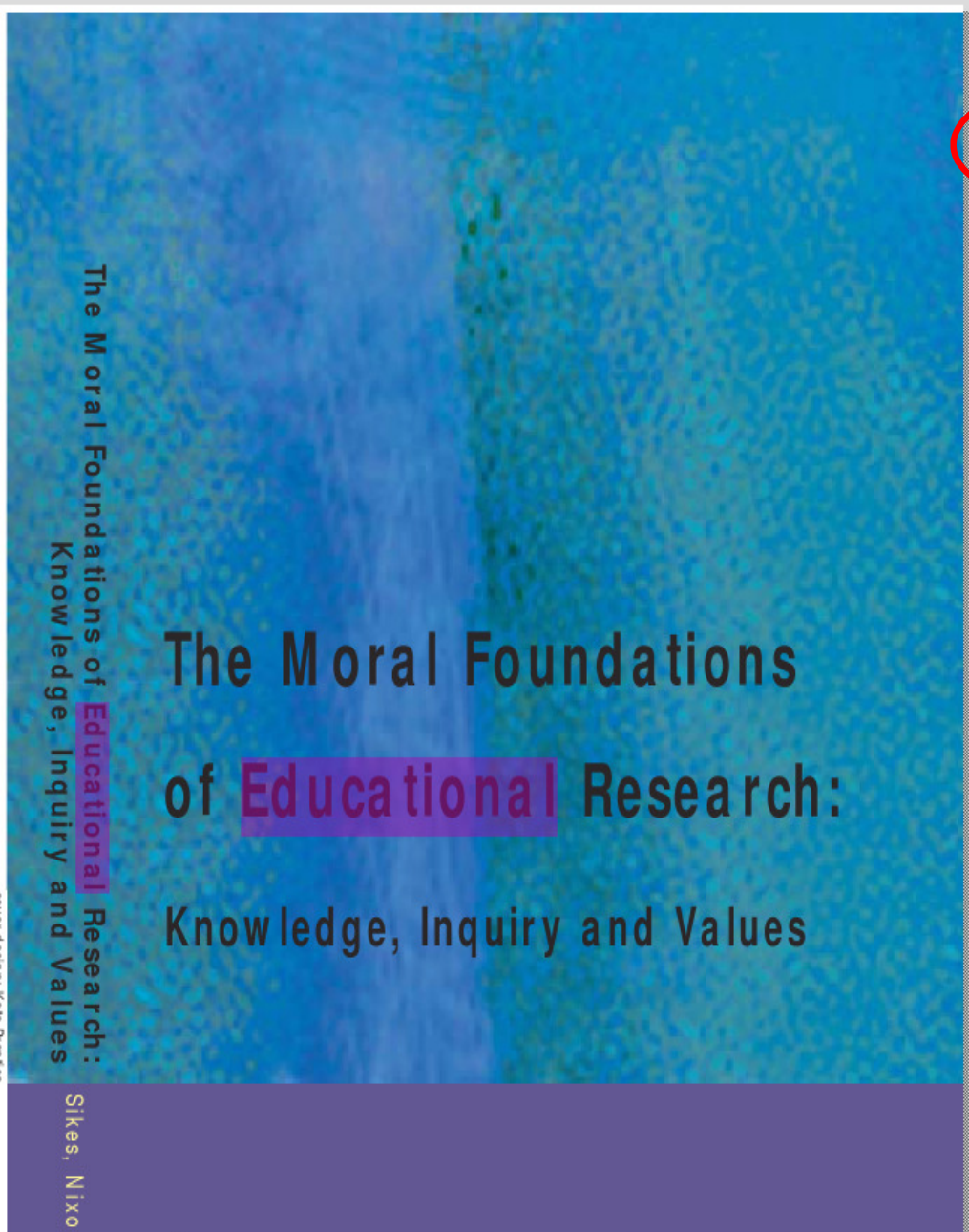
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**Pat Sikes** works in the School of Education at the University of Sheffield. Throughout her career, the study of aspects of teachers' lives and careers through qualitative research methodologies in general and life history/ narrative approaches in particular, have been the central strand of Pat's research interest and activity. She is Editor of the Open University Press series *Doing Qualitative Research in Educational Settings*.

**Jon Nixon** is Head of the School of Education at the University of Sheffield. Prior to taking up his current post as Professor of Educational Studies, he held chairs in education at the University of Stirling and Canterbury Christ Church University College. He has written widely on the impact of the new management of education on teacher professionalism within the public sector and on academic professionalism within the university sector. His methodological concerns focus on educational research as a mode of public understanding.

**Wilfred Carr** is Professor of Education in the School of Education at the University of Sheffield. His main research interests are in the philosophy of education, educational theory and educational research methodology. He was the Chair of the Philosophy of Education Society of Great Britain from 1996-1999 and is currently the Executive Editor of *Pedagogy, Culture and Society*.

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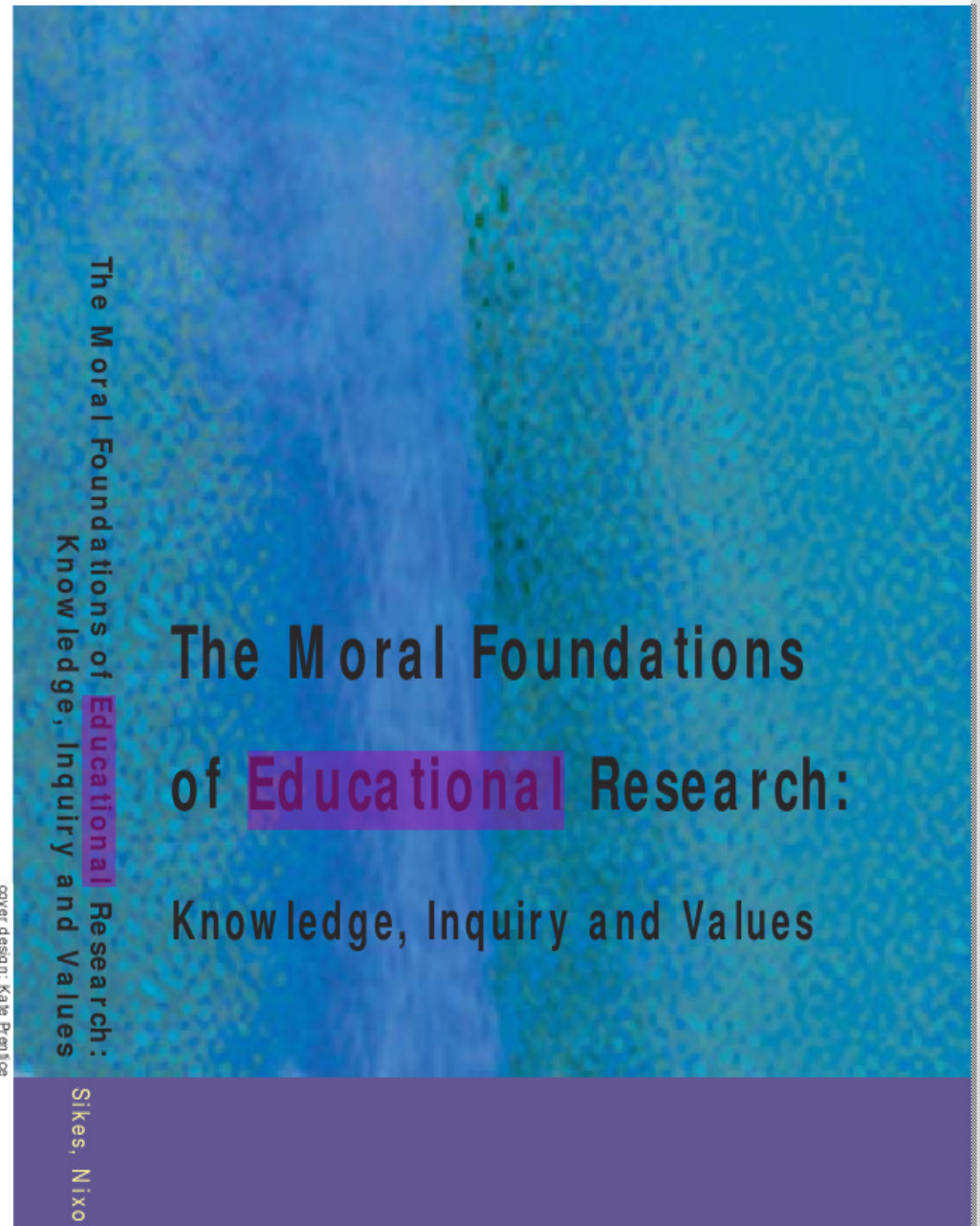
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*The Moral Foundations of Educational Research* considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially moral enterprise, discussion about methodology starts, not with the widely endorsed claim that educational research should be 'useful' and 'relevant', but with the attempt to justify and elaborate that claim with reference to its moral foundations.

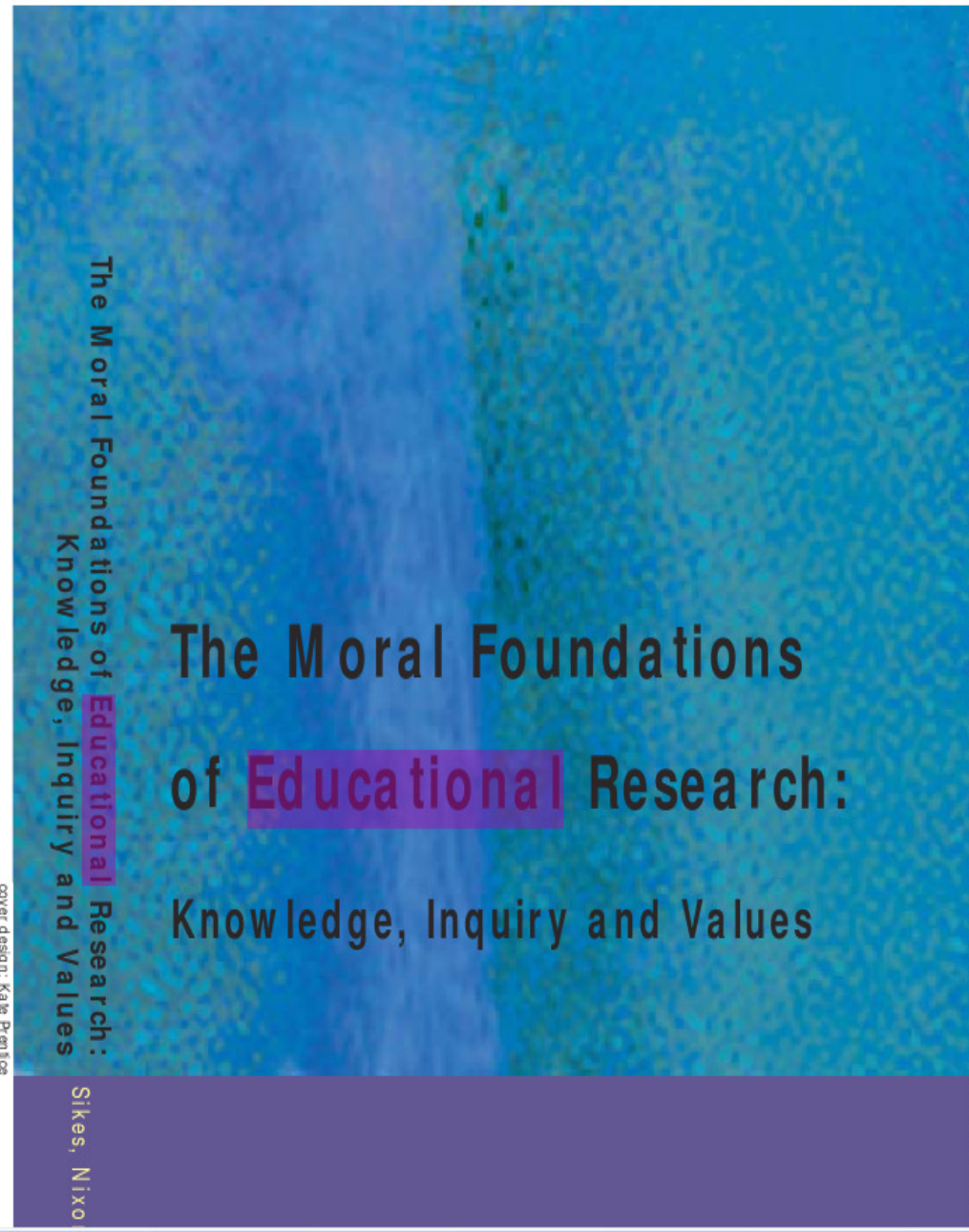
Determining the nature of 'usefulness' and 'relevance' is not simply a matter of focusing on impact and influence but involves a radical re-conceptualization of the moral and educational significance of what is deemed to be 'useful' and 'relevant'. There is no argument with this emphasis on the generation of 'useful' and 'relevant' knowledge, but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it. Educational research is grounded, epistemologically, in the moral foundations of educational practice. It is the epistemological and moral purposes underlying the 'usefulness' and 'relevance' of educational research that matter.

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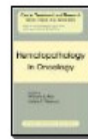
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