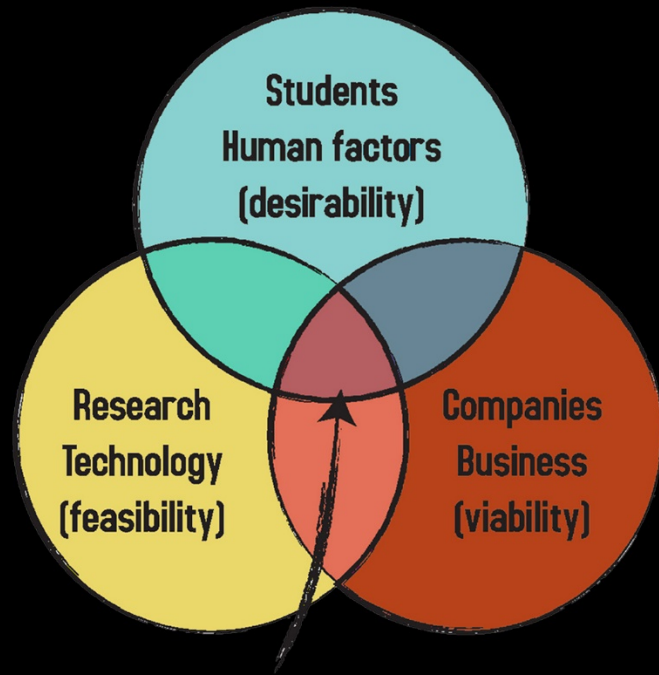


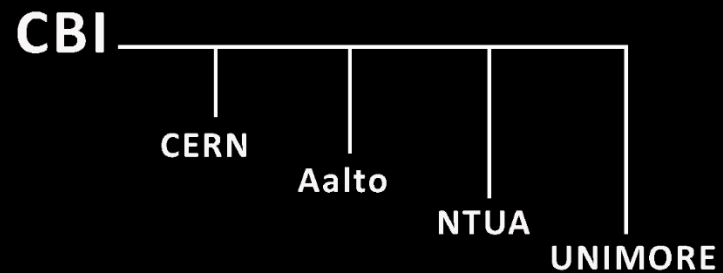
The CERN logo, featuring a stylized particle accelerator path forming a circle with the word "CERN" inside, is positioned to the left of the main text.

CHALLENGE BASED INNOVATION

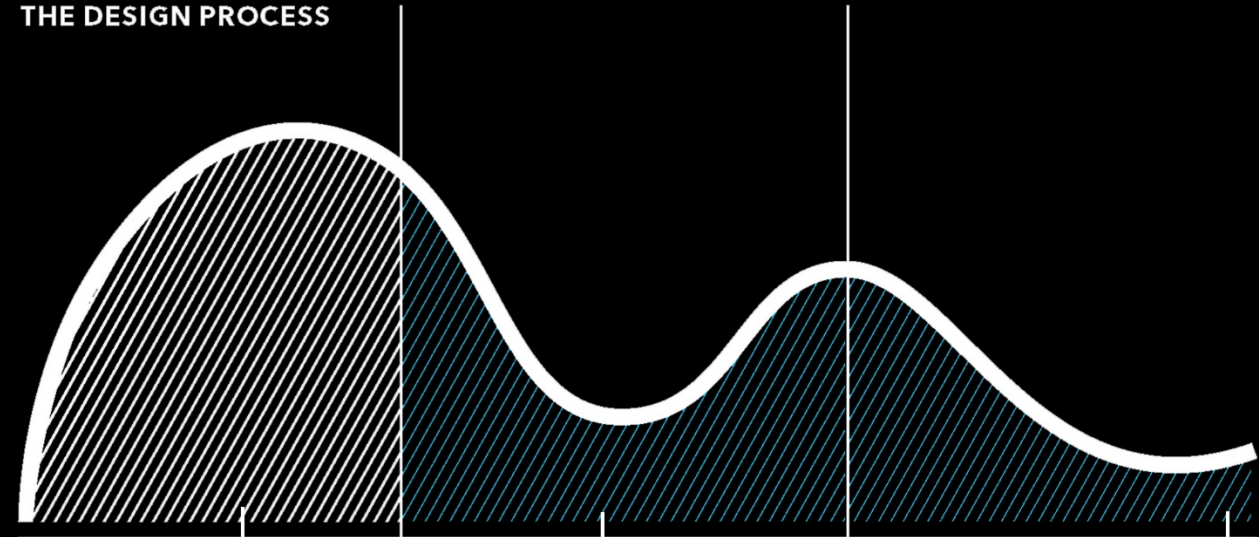




IdeaLab & Human Centered Design



THE DESIGN PROCESS



DISCOVER

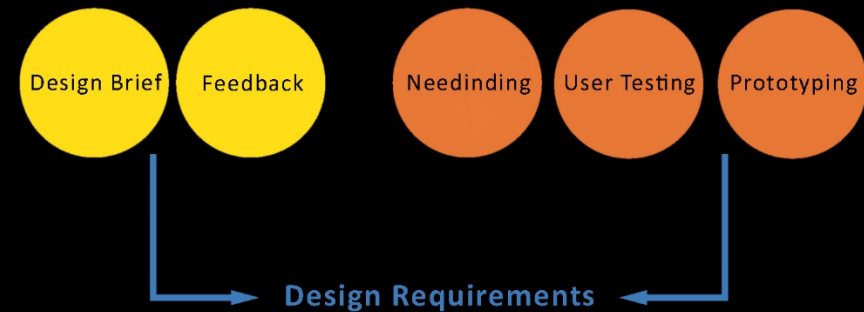
1. Choose your Design Challenge
2. Plan your Research Methods
3. Build your Question Guide
4. Capture your Learnings

IDEATE

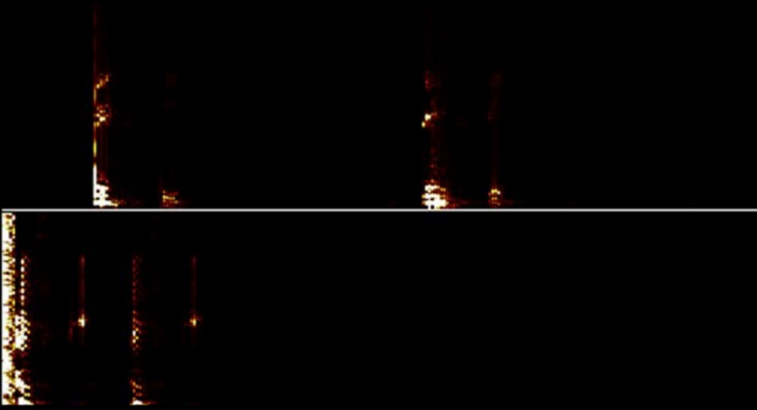
1. Needfinding (explicit/implicit needs)
Quantitative - Observational Research/
Interviews / Photoethnographic Study
2. Benchmarking
3. Brainstorming

PROTOTYPE

1. Building Prototypes
2. Testing with Users



Edusafe_prototypes



Sound Mirror



Facial Expression Mirror

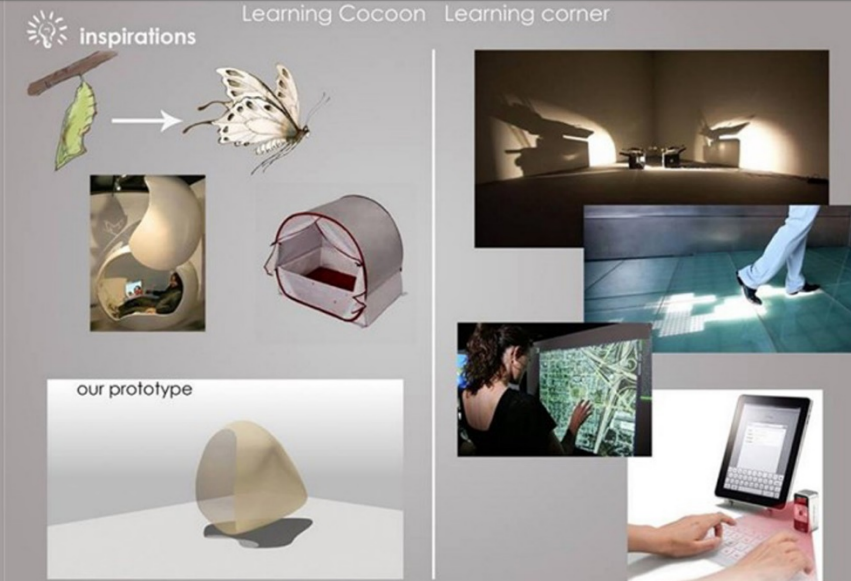
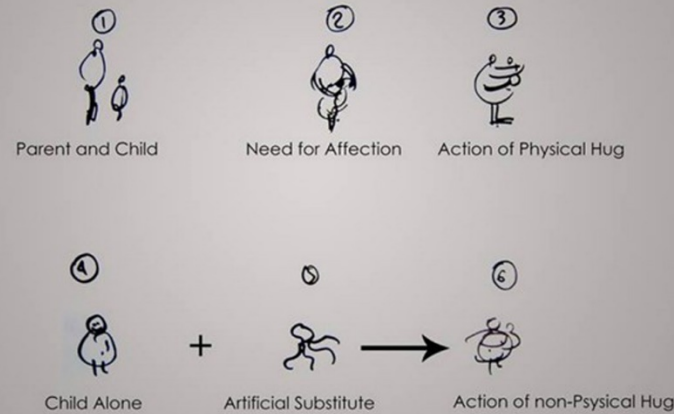
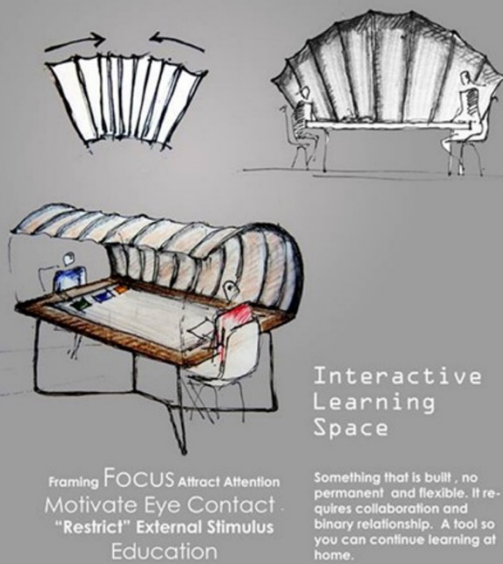


Social Stories

Interactive Learning Space

Vest Hug

Learning Cocoon



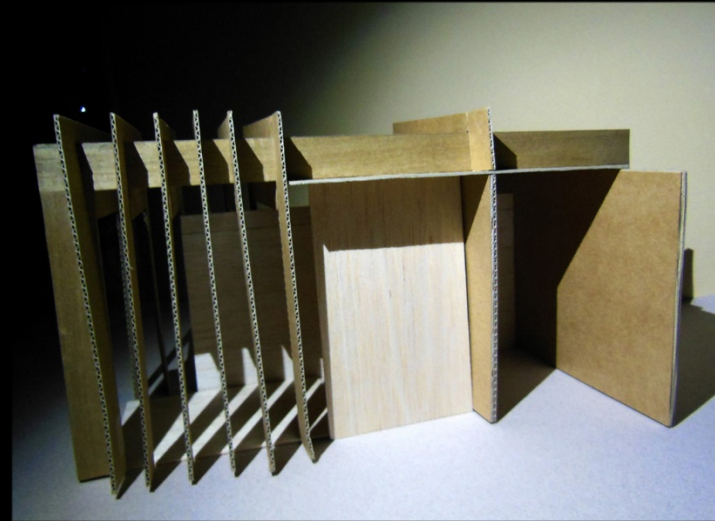
Talent_prototypes



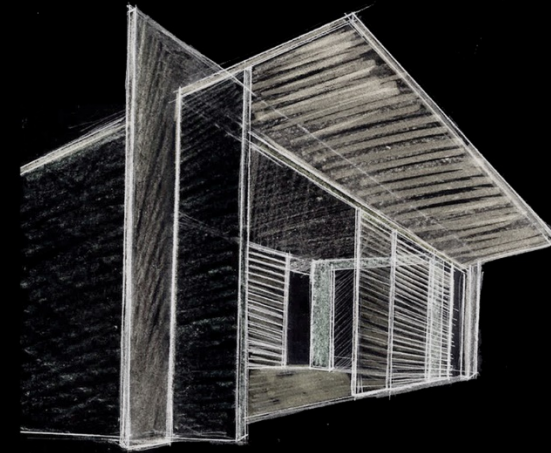
BrainWave Sensor



Learning Hologram



Learning Mushroom

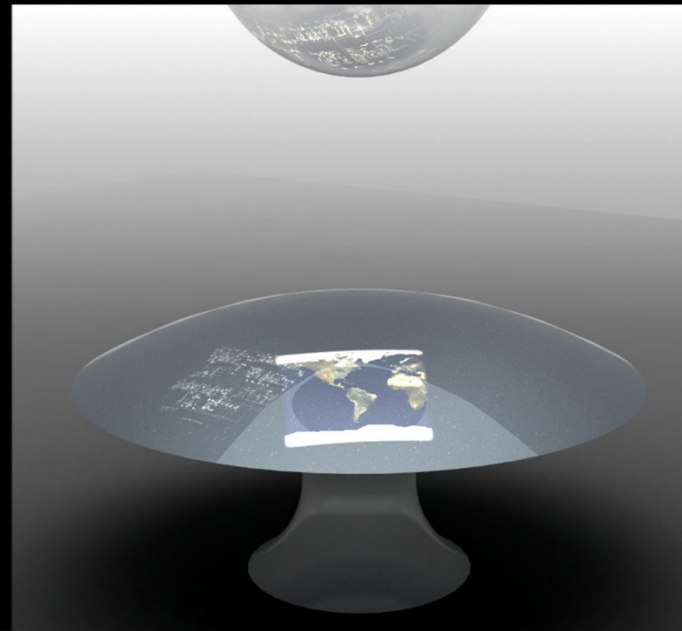


Interactive Learning Corner

Zen Garden



Humanities is quite close



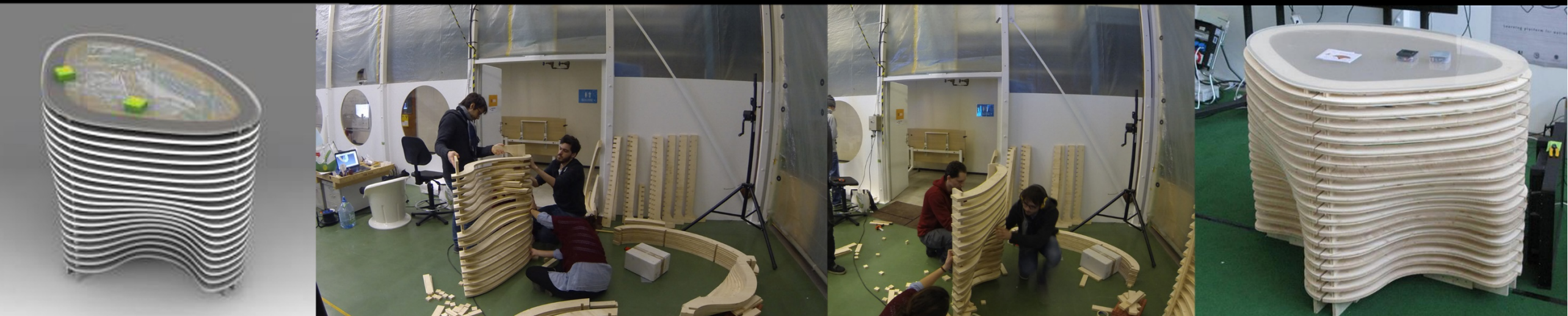
Learning Fountain

Edusafe_prototypes

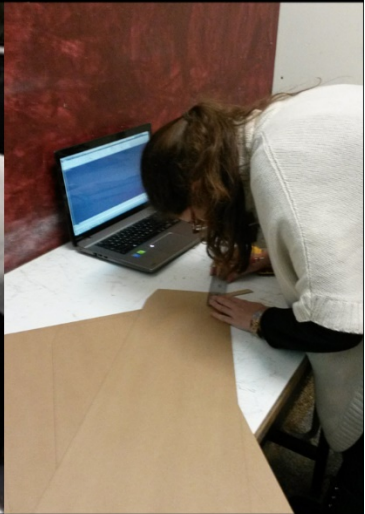
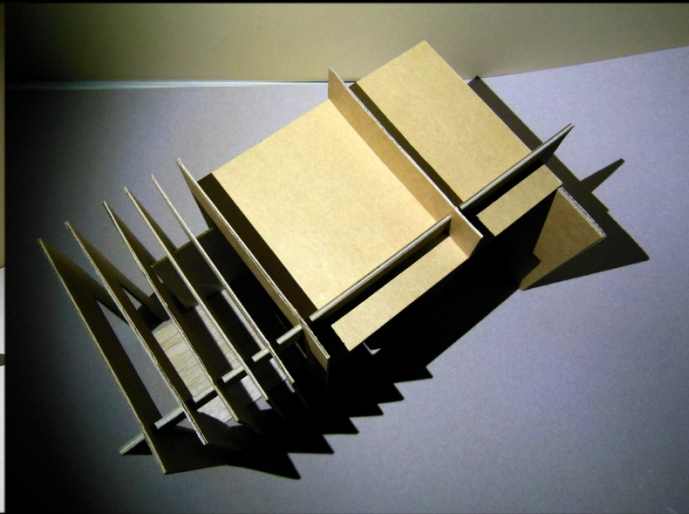
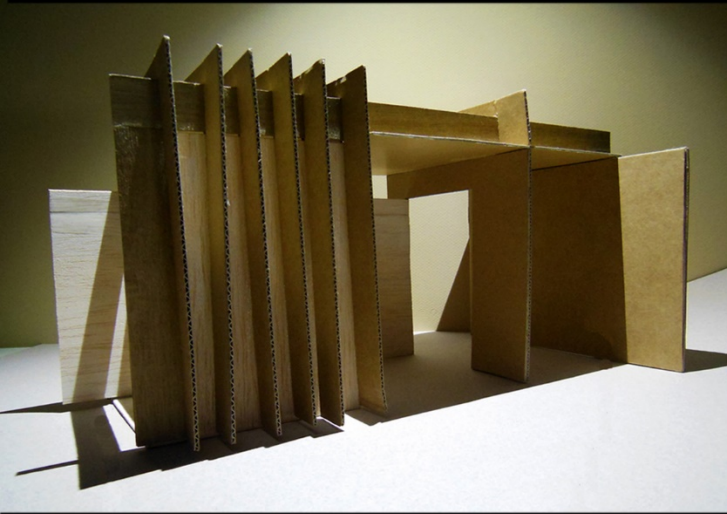


Learning Cocoon

Interactive Table



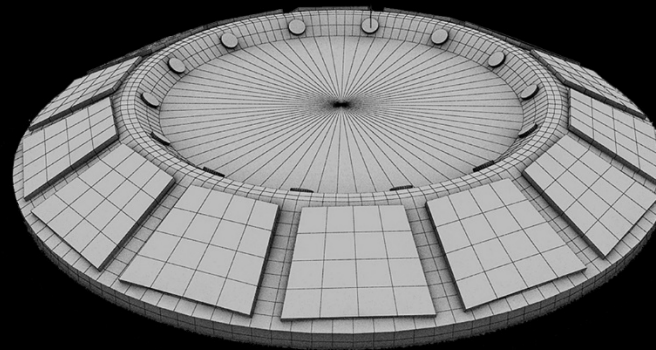
Talent_prototypes



Interactive Learning Corner

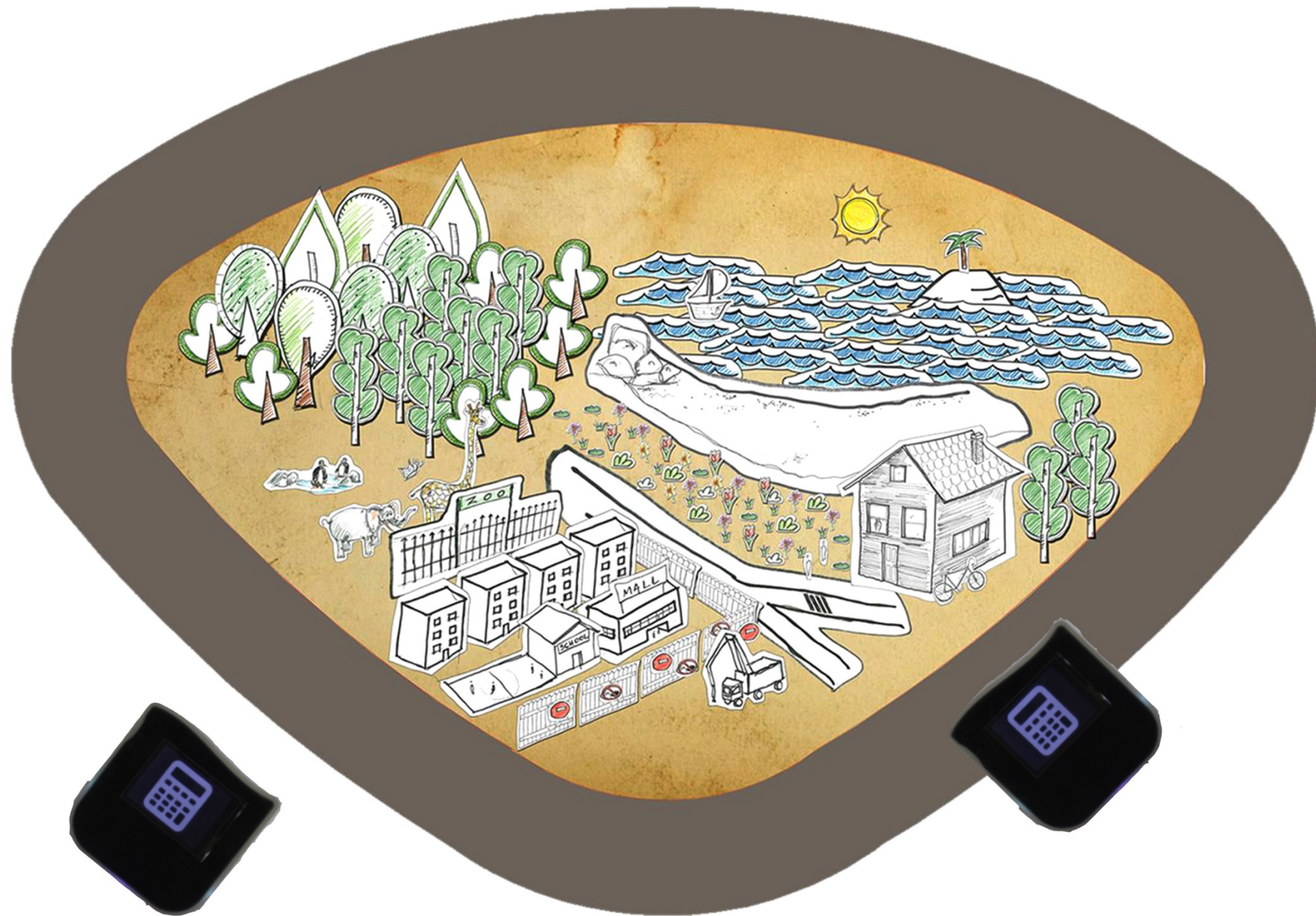
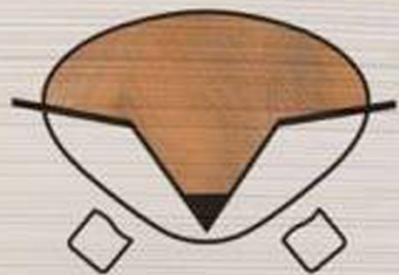
Learning Mushroom

Learning Fountain



Final Prototype

EDUMIND



article is about the use and knowledge of tools. For the Russian language, see technology (band). For other uses, see Technology (disambiguation). By the mid 20th century, humans had achieved a mastery of technology sufficient to leave the atmosphere of the Earth for extended periods and to explore space technology (from Greek *techne*, "art, skill, cunning of hand"; and *logos*, "logia") is the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems, and methods of organization, in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input/output relationship or perform a specific function. It can also refer to the collection of such tools, including machinery, modifications, arrangements and procedures. Technologies significantly affect human as well as other animal species' ability to control and adapt to their natural environments. The term can either be applied generally or to specific areas: examples include construction technology, medical technology, and information technology. The human species' use of technology began with the conversion of natural resources into simple tools. The prehistorical discovery of the ability to control fire increased the available sources of food and the invention of the wheel helped humans in travelling in and controlling their environment. Recent technological developments, including the printing press, the telephone, and the Internet, have lessened physical barriers to communication and allowed humans to interact freely on a global scale. However, not all technology has been used for peaceful purposes; the development of weapons of ever-increasing destructive power has progressed throughout history, from clubs to nuclear weapons. Technology has affected society and its surroundings in a number of ways. In many societies, technology has helped develop more advanced economies (including today's global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products, known as pollution, and deplete natural resources, to the detriment of Earth's environment. Various implementations of technology influence the values of a society and how technology often raises ethical questions. Examples include the rise of the nation-state in terms of human productivity, a concept originally applied only to machines, and the challenge of traditional religions. Philosophical debates have arisen over the present and future use of technology in society, with disagreements over whether technology improves the human condition or worsens it. Movements such as Luddism, anarcho-primitivism, and similar movements criticise the pervasiveness of technology in the modern world, opining that it harms the environment and alienates people; proponents of ideologies such as transhumanism and techno-progressivism view continued technological progress as beneficial to society and the human condition. Indeed, until recently, it was believed that the development of technology was restricted only to human beings, but recent scientific studies indicate that other primates and certain dolphin communities have developed simple tools and learned to pass their knowledge to other generations. The invention of the printing press made it possible for scientists and politicians to communicate their ideas with ease, leading to the Age of Enlightenment; an example of technology as a cultural force. The use of modern technology has changed significantly over the last 200 years. Before the 20th century, technology was uncommon in English, and usually referred to the description or study of the useful arts.[2] The term was often connected to technical education, as in the Massachusetts Institute of Technology (chartered in 1861).[3] "Technology" rose to prominence in the 20th century in connection with the Second Industrial Revolution. The meanings of technology changed in the late 20th century when American social scientists, beginning with Thorstein Veblen, translated the word from the German concept of Technik into "technology." In German and other European languages, a distinction exists between Technik and Technologie that is absent in English, as both words are usually translated as "technology." By the 1930s, "technology" referred not to the study of the industrial arts, but to the industrial arts themselves.[4] In 1937, the American sociologist Ogburn and Bain wrote that "technology includes all tools, machines, utensils, weapons, instruments, machinery, clothing, communication and transporting devices and the skills by which we produce and use them." [5] Bain's definition remains common among scholars today, especially social scientists. But equally prominent is the definition of technology as applied science, especially among scientists and engineers, although most social scientists who study technology reject this definition. [6] More recently, scholars have borrowed from European philosophers of "technique" to extend the meaning of technology to various forms of instrumental reason, as in Foucault's discussion of technologies of the self ("techniques de soi"). Dictionaries and scholars have offered a variety of definitions. The Merriam-Webster dictionary offers a definition of the term: "the practical application of knowledge especially in a particular area" and "a capability given by the practical application of knowledge especially in a particular area" and "a capability given by the practical application of knowledge especially in a particular area".

Final Prototype

Powered by Stanford NLP

Log out

CMRSSD.

Ask CMRSSD

ProfileNetworksCommunitiesMeetingsProjects

Please choose a filter to view your meetings.

Networks

Communities

Meetings

Projects

Meeting

Community: CERN

Network: ATLAS Experiment

Project: TALENT

Meeting: Engineering team

Meeting topic: Creative culture

Create summary of the meeting

Capturing audio

Capturing text

Participants

Changing the world of meetings...

Log out

CMRSSD.

Connectivity

ProfileNetworksCommunitiesMeetingsProjects

In this summary you can filter topics in order to find specific information.

Summary

Meeting topic: Network

Community: CERN

Network: ATLAS Experiment

Project: TALENT

Meeting: Engineering team

Search: Connectivity

In an undirected graph G, two vertices u and v are called **connected** if G contains a path from u to v. Otherwise, they are called disconnected. If the two vertices are additionally **connected** by a path of length 1, i.e. by a single edge, the vertices are called adjacent. A graph is said to be **connected** if every pair of vertices in the graph is **connected**. A connected component is a maximal **connected** subgraph of G. Each vertex belongs to exactly one **connected** component, as does each edge.

A directed graph is called **weakly connected** if replacing all of its directed edges with undirected edges produces a connected (undirected) graph. It is **connected** if it contains a directed path from u to v or a directed path from v to u for every pair of vertices u, v. It is **strongly connected** or **strong** if it contains a directed path from u to v and a directed path from v to u for every pair of vertices u, v.

A cut, vertex cut, or separating set of a **connected** graph G is a set of vertices whose removal renders G disconnected. The **connectivity** or **vertex connectivity** $\kappa(G)$ (where G is not a complete graph) is the size of a minimal vertex cut. A graph is called **k-connected** or **k-vertex-connected** if its **vertex connectivity** is k or greater. This means a graph G is said to be k-connected if there does not exist a set of k-1 vertices whose removal disconnects the graph.

2-connectivity is also called **biconnectivity** and **3-connectivity** is also called **triconnectivity**. Analogous concepts can be defined for edges. In the simple case in which cutting a single, specific edge would disconnect the graph, that edge is called a bridge. More generally, the edge cut of G is a group of edges whose total removal renders the graph disconnected.

Participants

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Mari Kuznetsov

Maria Hest

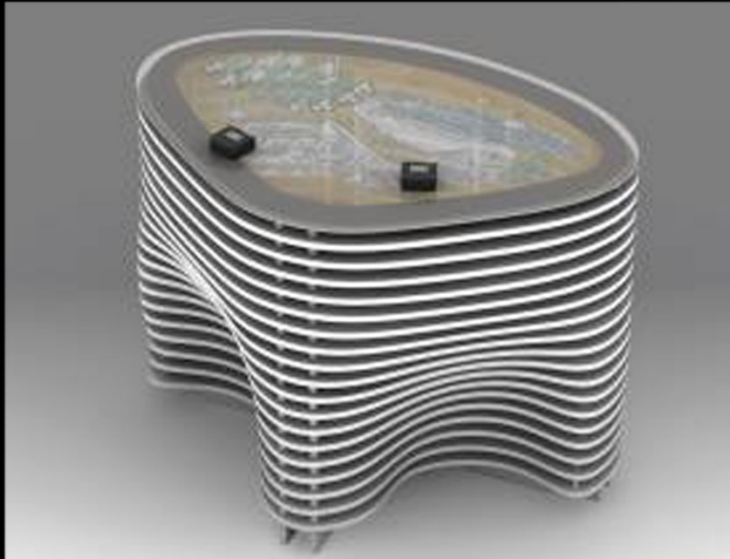
Meeting agenda

Creative culture

Project timeline

Constructions

Edusafe



Talent

