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Stable, predictive biomarkers and interpretable disease signatures are seen as a significant step towards personalized medicine. In this perspective, integration of multi-omic data coming from genomics, transcriptomics, glycomics, proteomics, metabolomics is a powerful strategy to reconstruct and analyse complex multi-dimensional interactions, enabling deeper mechanistic and medical insight. At

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At the same time, there is a rising concern that much of such different omic data –although often publicly and freely available- lie in databases and repositories underutilised or not used at all. Issues coming from lack of standardisation and shared biological identities are also well-known. From these considerations, a novel, pressing request arises from the life sciences to design methodologies and approaches that allow for these data to be interpreted as a whole, i.e. as intertwined molecular signatures containing genes, proteins, mRNAs and miRNAs, able to capture inter-layers connections and complexity. Papers discuss data integration approaches and methods of several types and extents, their application in understanding the pathogenesis of specific diseases or in identifying



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12 candidate biomarkers to exploit the full benefit of multi-omic datasets and their intrinsic information content. Topics of interest include, but are not limited to: • Methods for the integration of layered data, including, but not limited to, genomics, transcriptomics, glycomics, proteomics, metabolomics; • Application of multi-omic data integration approaches for diagnostic biomarker discovery in any field of the life sciences; • Innovative approaches for the analysis and the visualization of multi-omic datasets; • Methods and applications for systematic measurements from single/undivided samples (comprising genomic, transcriptomic, proteomic, metabolomic measurements, among others); • Multi-scale approaches for integrated

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12 dynamic modelling and simulation; • Implementation of applications, computational resources and repositories devoted to data integration including, but not limited to, data warehousing, database federation, semantic integration, service-oriented and/or wiki integration; • Issues related to the definition and implementation of standards, shared identities and semantics, with particular focus on the integration problem. Research papers, reviews and short communications on all topics related to the above issues were welcomed.

What are living bodies made of?  
Protein modelers tell us that our cells are composed of millions of proteins, intricately folded molecular structures on the scale of

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12 nanoparticles. Proteins twist and wriggle as they carry out the activities that keep cells alive. Figuring out how to make these unruly substances visible, tangible, and workable is a challenging task, one that is not readily automated, even by the fastest computers. Natasha Myers explores what protein modelers must do to render three-dimensional, atomic-resolution models of these lively materials. *Rendering Life Molecular* shows that protein models are not just informed by scientific data: model building entangles a modeler ' s entire sensorium, and modelers must learn to feel their way through the data in order to interpret molecular forms. Myers takes us into protein modeling laboratories and classrooms, tracking how gesture, affect, imagination, and intuition

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shape practices of objectivity. Asking, ' What is life becoming in modelers' hands? ' she tunes into the ways they animate molecules through their moving bodies and other media. In the process she amplifies an otherwise muted liveliness inflecting mechanistic accounts of the stuff of life.

Scientific concepts are abstract human constructions, invented to make sense of complex natural phenomena. Scientists use specialised languages, diagrams, and mathematical representations of various kinds to convey these abstract constructions. This book uses the perspectives of embodied cognition and conceptual metaphor to explore how learners make sense of these concepts. That is, it is

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12 assumed that human cognition – including scientific cognition – is grounded in the body and in the material and social contexts in which it is embedded. Understanding abstract concepts is therefore grounded, via metaphor, in knowledge derived from sensory and motor experiences arising from interaction with the physical world. The volume consists of nine chapters that examine a number of intertwined themes: how systematic metaphorical mappings are implicit in scientific language, diagrams, mathematical representations, and the gestures used by scientists; how scientific modelling relies fundamentally on metaphor and can be seen as a form of narrative cognition; how implicit metaphors can be the sources of learner

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12  
misconceptions; how conceptual change and the acquisition of scientific expertise involve learning to coordinate the use of multiple implicit metaphors; and how effective instruction can build on recognising the embodied nature of scientific cognition and the role of metaphor in scientific thought and learning. The volume also includes three extended commentaries from leading researchers in the fields of cognitive linguistics, the learning sciences, and science education, in which they reflect on theoretical, methodological and pedagogical issues raised in the book. This book was originally published as a special issue of the International Journal of Science Education.

This volume investigates a number of

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12 issues needed to develop a modular, effective, versatile, cost effective, pedagogically-embedded, user-friendly, and sustainable online laboratory system that can deliver its true potential in the national and global arenas. This allows individual researchers to develop their own modular systems with a level of creativity and innovation while at the same time ensuring continuing growth by separating the responsibility for creating online laboratories from the responsibility for overseeing the students who use them. The volume first introduces the reader to several system architectures that have proven successful in many online laboratory settings. The following chapters then describe real-life experiences in the area of online laboratories from both technological

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and educational points of view. The volume further collects experiences and evidence on the effective use of online labs in the context of a diversity of pedagogical issues. It also illustrates successful online laboratories to highlight best practices as case studies and describes the technological design strategies, implementation details, and classroom activities as well as learning from these developments. Finally the volume describes the creation and deployment of commercial products, tools and services for online laboratory development. It also provides an idea about the developments that are on the horizon to support this area.

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