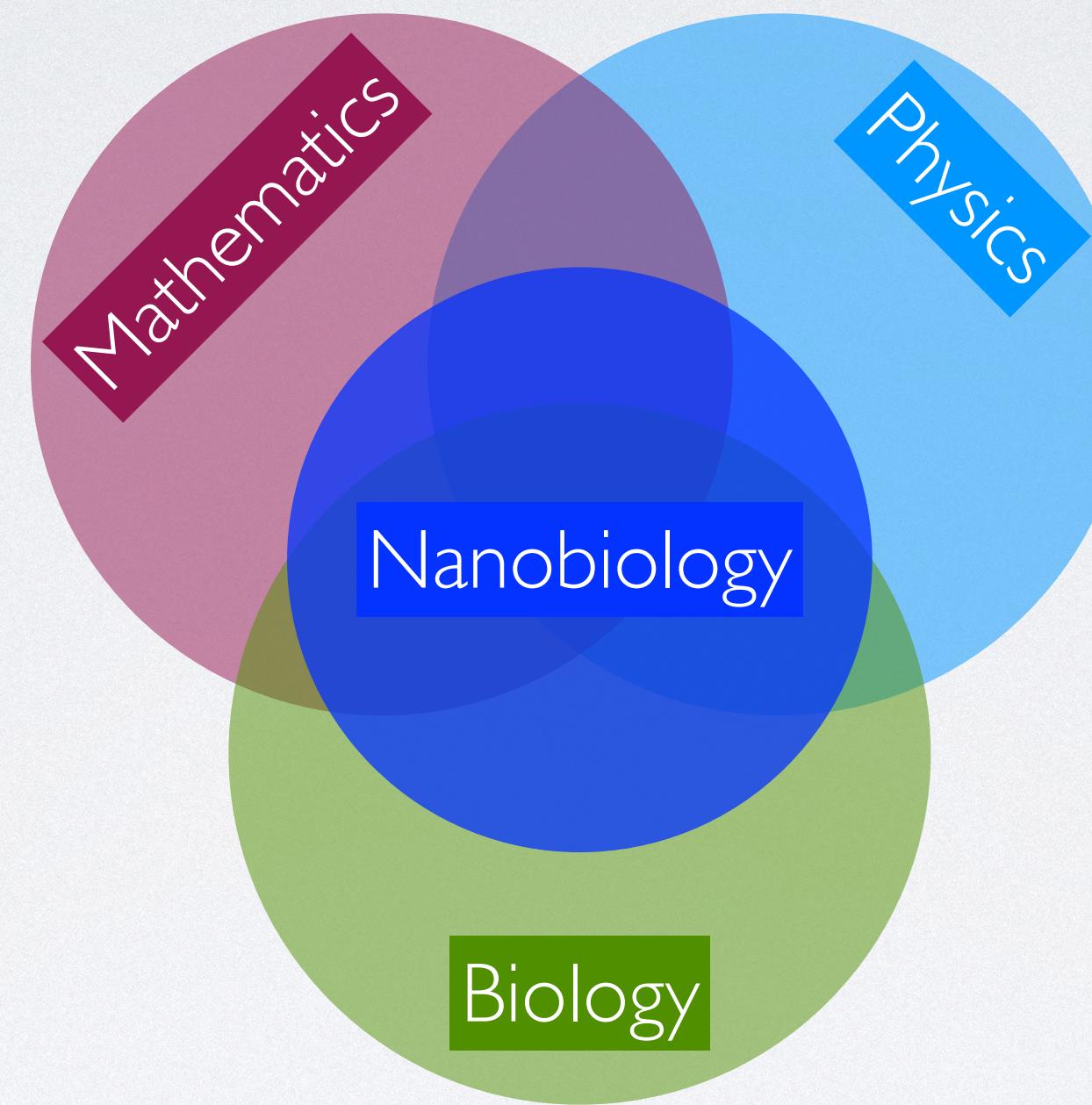


INTERACTIEVE OPEN TEKSTBOEKEN

Nieuwe methoden voor nieuwe en bestaande opleidingen

Timon Idema
TU Delft

NANOBIOLOGY



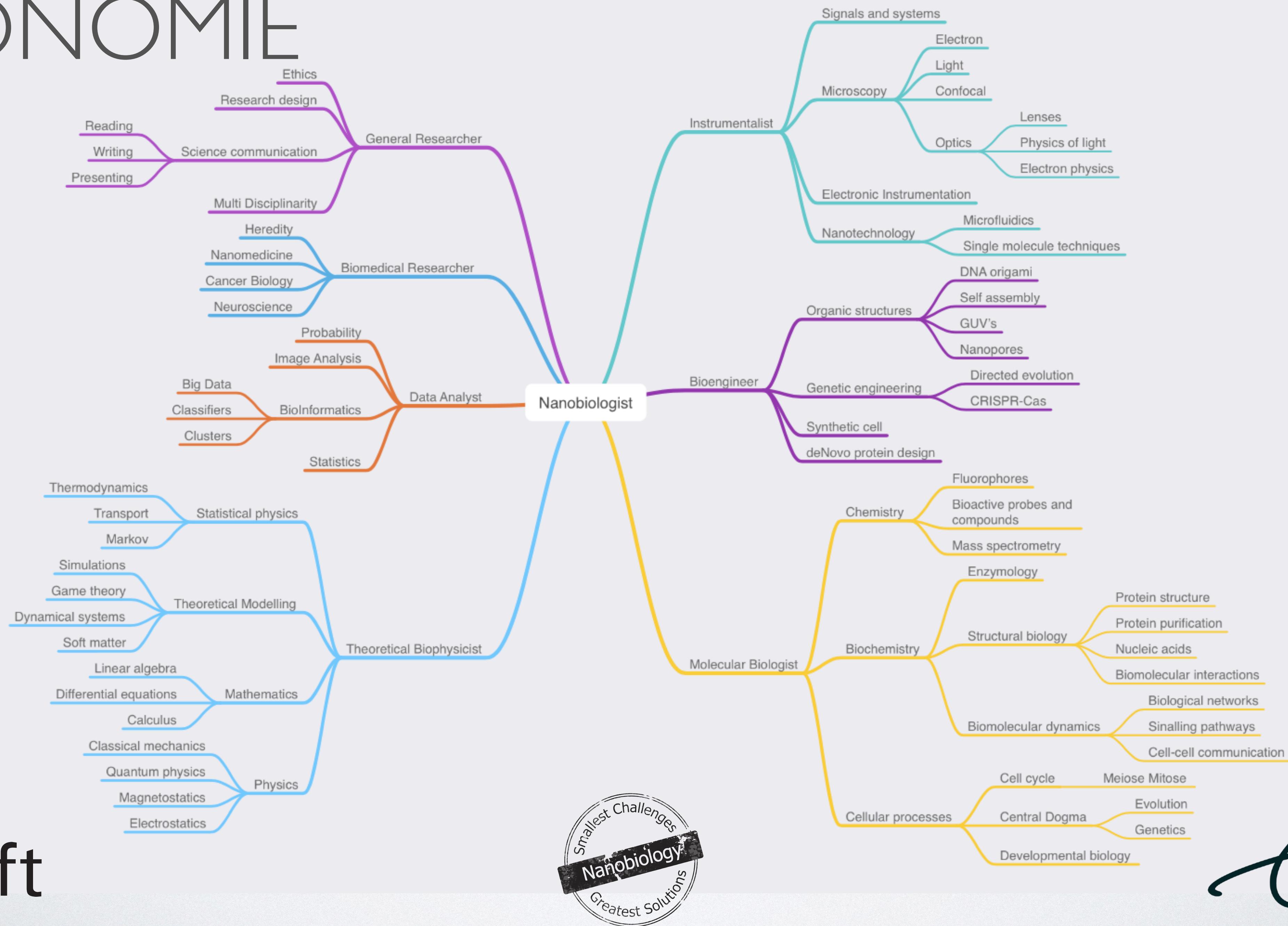
Using the language of maths
and the principles of physics
to understand the complexity of biology.

NANOBIOLOGY SWOT



	Helpful	Harmful	
Internal	combineert drie vakgebieden	taalbarrière	Open Leermaterialen voor een Multidisciplinaire Opleiding
External	TU & UMC	fysieke afstand	

TAXONOMIE



NIEUWE LEERMATERIALEN



NIEUWE LEERMATERIALEN

natuurkunde
voorbeelden

biologie
voorbeelden

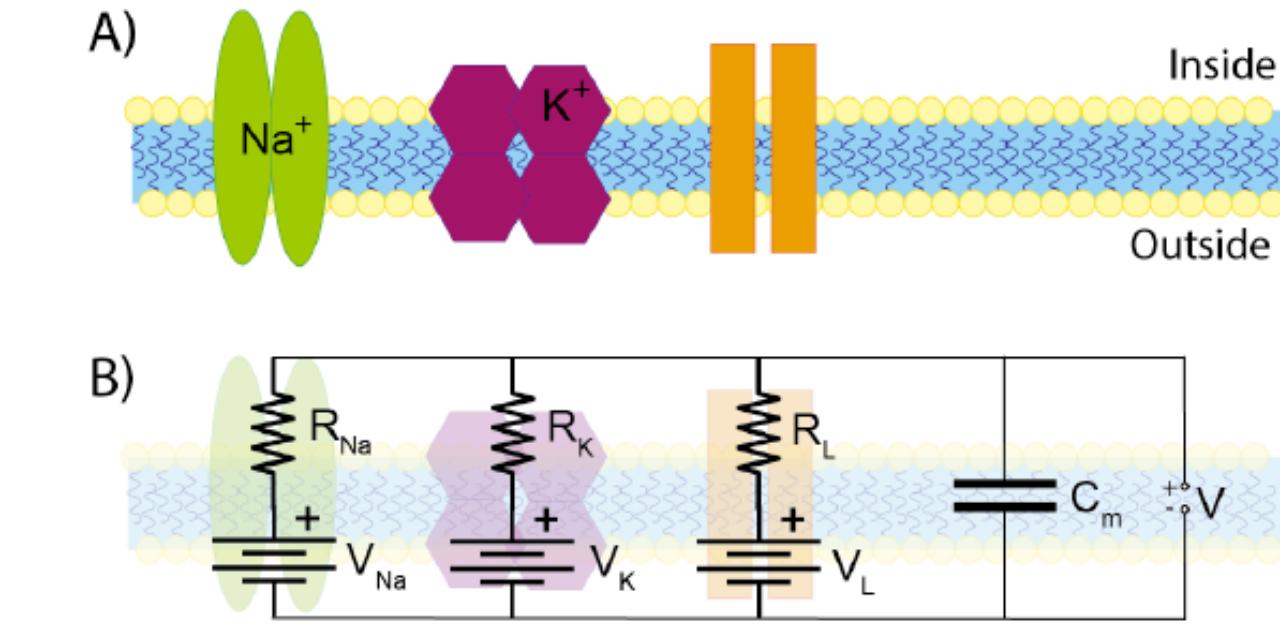


Figure 4 A) Schematic representation of the cell membrane.

B) the suiting RC circuit of the cell membrane.

The resistor is taken from: "Resistor" by Studio Refine is licensed under CC BY 3.0.

The battery is taken from: "Two cell battery" by Studio Refine is licensed under CC BY 3.0.

- (6p) What are the inward (upward) currents (I_{Na} , I_K , I_L) through each channel, and the total inward (upward) current through the membrane in **Figure 4A** and **Figure 4B**? Express your answer in terms of the membrane potential V (defined to be positive when the potential is highest on the inside (upper)), the emfs of each channel/gate, and the resistances of each channel/gate.
- (2p) Write down the differential equation describing how the voltage $V(t)$ changes over the membrane. Give your answer in terms of the resistances, emfs, and the capacitance shown in **Figure 4 A)** Schematic representation of the cell membrane. **B)** the suiting RC circuit of the cell membrane.
- (3p) Show that you can rewrite the equation you derived for the voltage as an equation for the total current $I(t) = I_{Na}(t) + I_K(t) + I_L(t)$.

$$\frac{dI(t)}{dt} = -\frac{1}{C_m} \left(\frac{1}{R_{Na}} + \frac{1}{R_K} + \frac{1}{R_L} \right) I(t) \quad (1)$$

NIEUWE LEERMATERIALEN

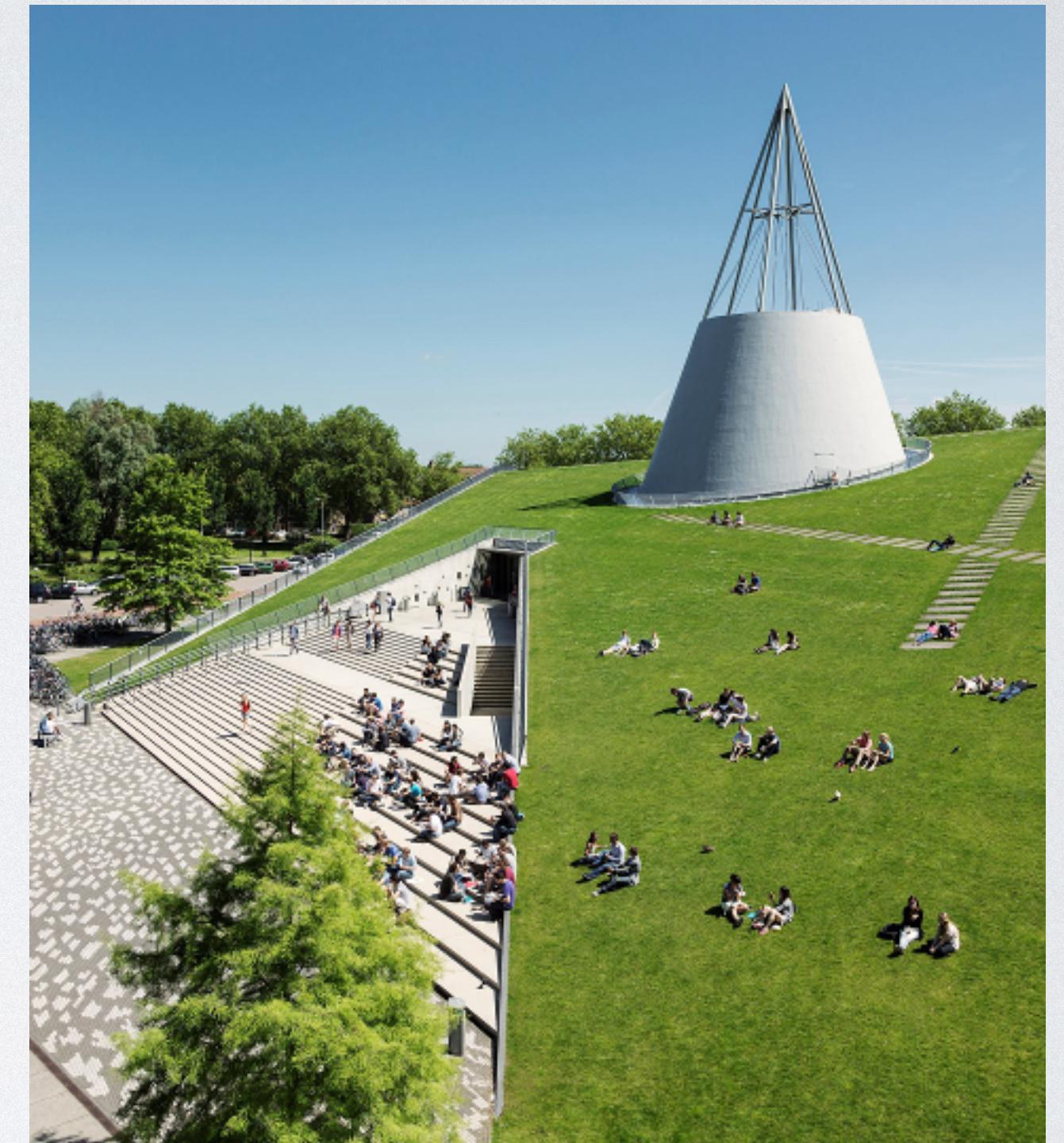


nieuwe
practica

NIEUWE LEERMATERIALEN

Teams

- Collega's
- Studenten
 - Uit het eigen programma
 - Uit een ontwerpprogramma
- Bibliotheek





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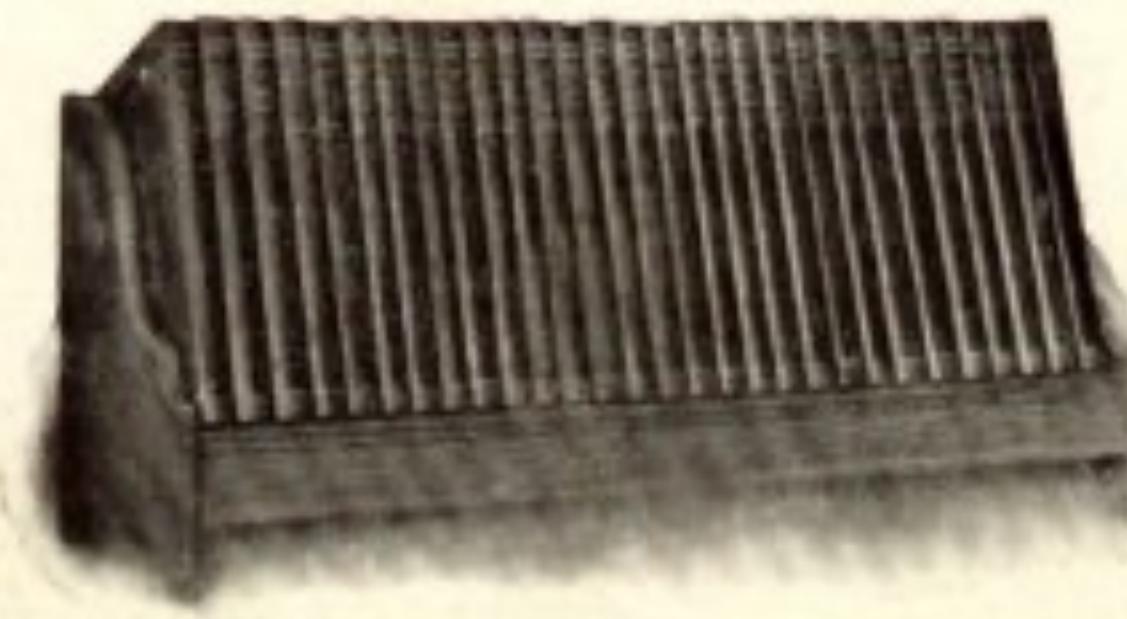
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- Branching: Voeg eigen materiaal toe, met optie om die ook in de hoofdversie op te nemen.
- Credit voor bijdragen.
- Opgaven met automatische feedback.
- Interactieve animaties (online).

1925

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volume but one inch in
thickness.*

2025



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TU Delft OPEN
Interactive Textbooks

Introduction to particle and continuum mechanics

Timon Idema

The image shows a dual-screen setup. The left screen displays a presentation slide titled "Introduction to particle and continuum mechanics" by Timon Idema. The right screen shows a web browser window for "interactivetextbooks.tudelft.nl" with the page "3. Energy — Introduction to particle and continuum physics".

Presentation Slide Content:

- Title:** Introduction to particle and continuum mechanics
- Author:** Timon Idema
- Open Access:** TU Delft OPEN
- Interactive Textbooks logo:** A hand icon with the text "TU Delft OPEN Interactive Textbooks".

Browser Window Content:

- Page Title:** 3. Energy — Introduction to particle and continuum physics
- Section 3.1: Work**

How much work do you need to do to move a box? The answer depends on two things: how heavy the box is, and how far you have to move it. Multiply the two, and you've got a good measure of how much work will be required. Of course, work can be done in other contexts as well - pulling a spring from equilibrium, or cycling against the wind. In each case, there's a force and a *displacement*. To be fair, we will only count the part of the force that is in the direction of the displacement (when cycling, you don't do work due to the fact that there's a gravitational force pulling you down, since you don't move vertically; you do work because there's a drag force due to your moving through the air). We define *work* as the product of the component of the force in the direction of the displacement, times the displacement itself. We calculate this component by projecting the force vector on the displacement vector, using the dot product (see [Section 15.1.1](#) for an introduction to vector math):

$$W = \mathbf{F} \cdot \mathbf{x}. \quad (3.1)$$

Note that work is a scalar quantity - it has a magnitude but no direction. Work is measured in Joules (J), with one Joule being equal to one Newton times one meter.

Of course the force acting on our object need not be constant everywhere. Take for example the extension of a spring: the further you pull, the larger the force gets, as given by Hooke's law [\(2.7\)](#). To calculate the work done when extending the spring, we chop up the path (here a straight line) into many small pieces. For each piece, we approximate the force by the average value on that piece, then multiply with the length of the piece and sum. In the limit that we have infinitely many pieces, this approximation becomes exact, and the sum becomes an integral: for one dimension, we thus have:

$$W = \int_{x_1}^{x_2} F(x) dx. \quad (3.2)$$

Likewise, the path along which we move need not be a straight line. If the path consists of multiple straight segments, on each of which the force is constant, we can calculate the total work by adding the work done on the different segments. Taking the limit to infinitely many infinitesimally small segments $d\mathbf{r}$, on each of which the force is given by the value $\mathbf{F}(\mathbf{r})$, the sum again becomes an integral:

$$W = \int_{\mathbf{r}_1}^{\mathbf{r}_2} \mathbf{F}(\mathbf{r}) \cdot d\mathbf{r}. \quad (3.3)$$

Equation [\(3.3\)](#) is the most general version of the definition of work; it simplifies to [\(3.2\)](#) for movement along a straight line, and to [\(3.1\)](#) if both the path is straight and the force constant^[1].
- Table of Contents:**

 - 3.1. Work
 - 3.2. Kinetic energy
 - 3.3. Potential energy
 - 3.4. Conservation of energy
 - 3.5. Energy landscapes
 - 3.6. Problems

BLUE SKIES

- Adaptieve layout (elk scherm, en printbaar). ✓
- Adaptieve content:
 - Selecteer delen voor een vak, met duidelijke afhankelijkheden. ✓
 - Mogelijkheid om te selecteren uit meerdere bronnen. ✓
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- Credit voor bijdragen. ✓
- Opgaven met automatische feedback. ✓
- Interactieve animaties (online). ✓

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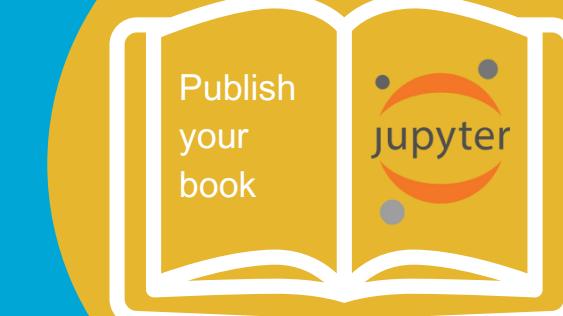
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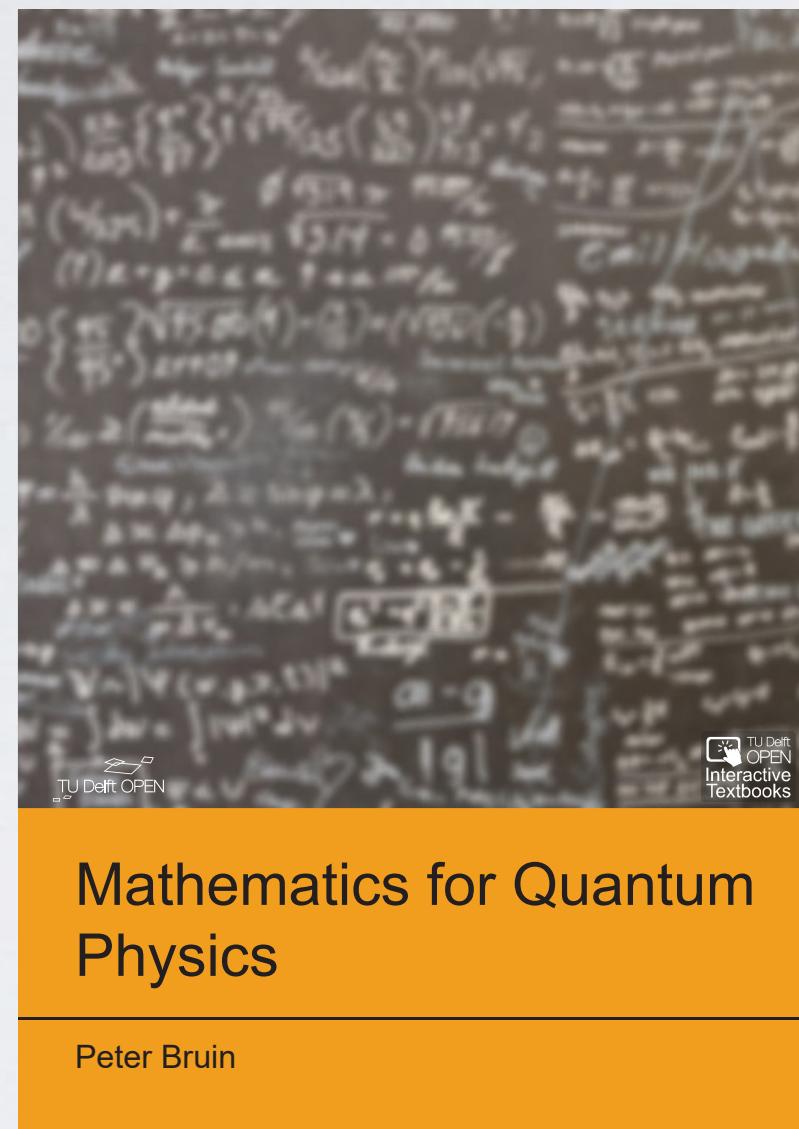
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9



TU Delft OPEN Textbooks

2023



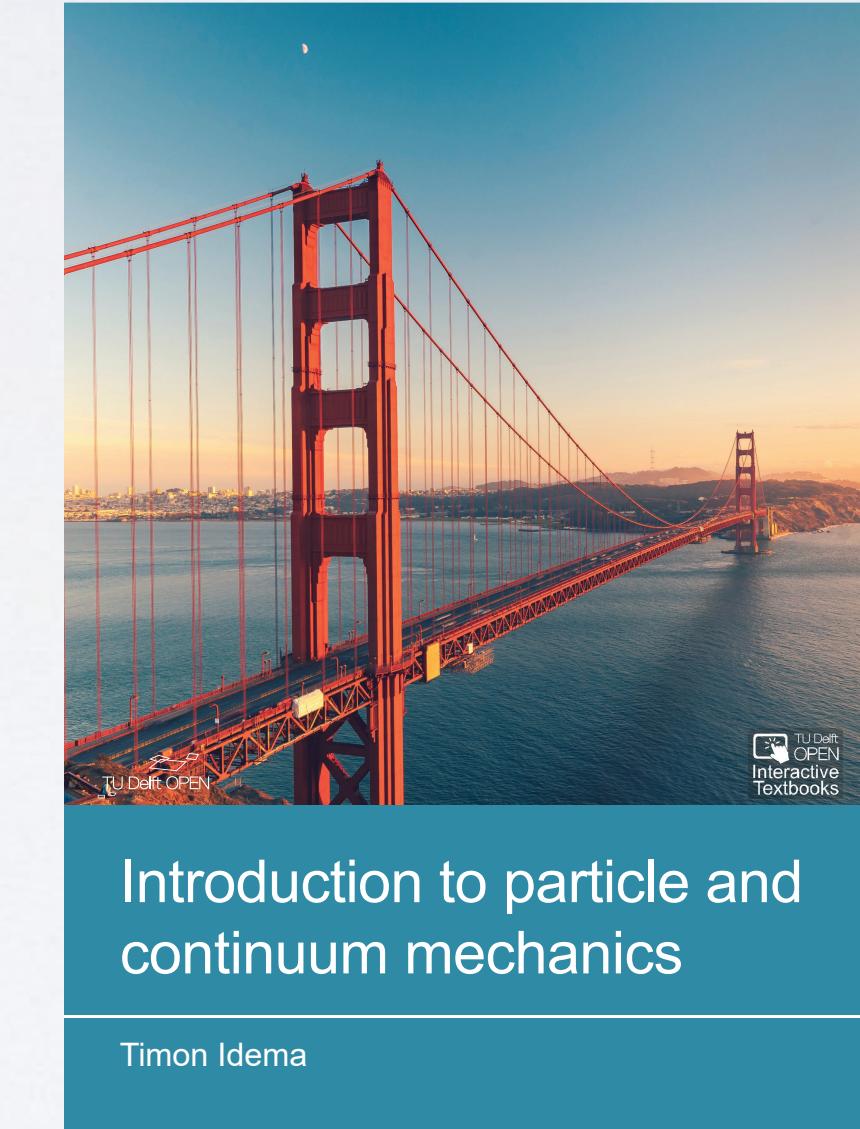
Mathematics for Quantum Physics

Peter Bruin



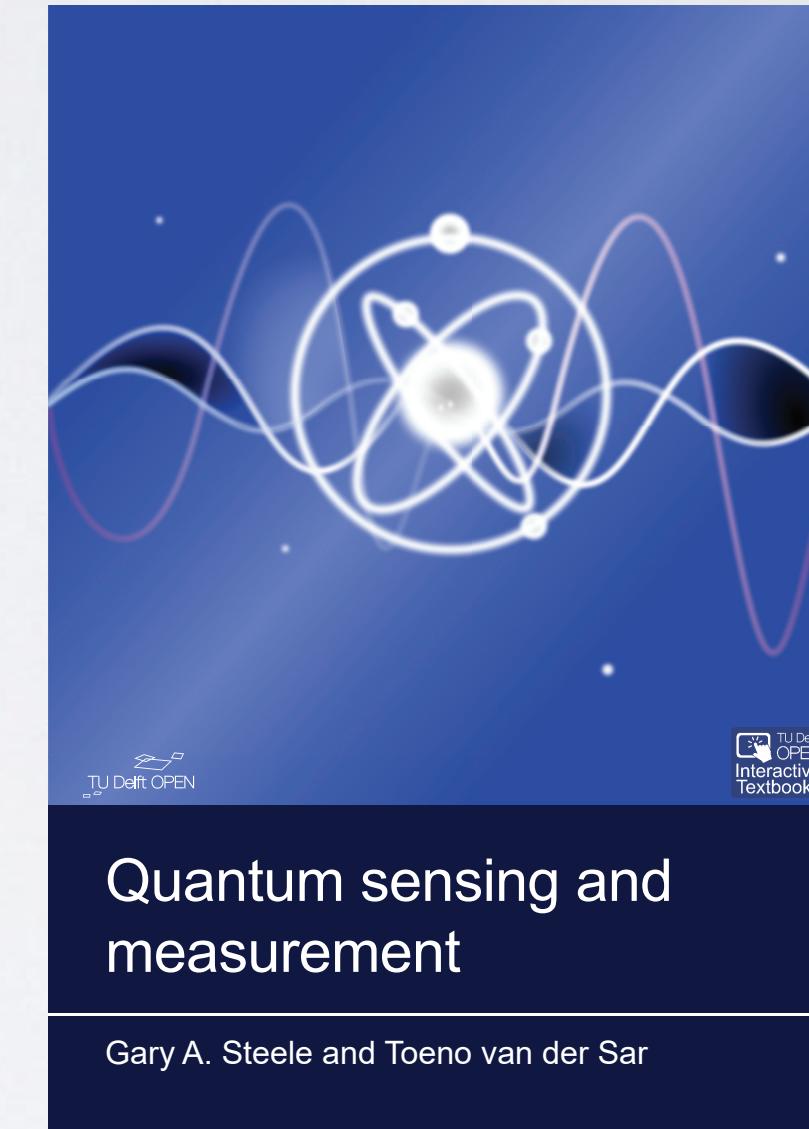
Introductie Elektriciteit en Magnetisme

Wim G. Bouwman, Jacob P. Hoogenboom & Ron P.H. Haaksman



Introduction to particle and continuum mechanics

Timon Idema



Quantum sensing and measurement

Gary A. Steele and Toeno van der Sar

9 oktober

2 november

9 november

16 november

TU Delft OPEN Textbooks



Civil Engineering and Geosciences (CEG)



Industrial Design Engineering (IDE)

Cover of the book "Mathematics for Quantum Physics" by Peter Bruin. It features a chalkboard background with mathematical equations and formulas.

Mathematics for Quantum Physics

Peter Bruin

Cover of the book "Introductie Elektriciteit en Magnetisme" by Wim G. Bouwman, Jacob P. Hoogenboom & Ron P.H. Haaksman. It features a plasma ball with red and blue energy patterns.

Introductie Elektriciteit en Magnetisme

Wim G. Bouwman, Jacob P. Hoogenboom & Ron P.H. Haaksman

Cover of the book "Introduction to particle and continuum mechanics" by Timon Idema. It features a photograph of the Golden Gate Bridge at sunset.

Introduction to particle and continuum mechanics

Timon Idema

Cover of the book "Quantum sensing and measurement" by Gary A. Steele and Toeno van der Sar. It features a stylized atomic model with orbitals and particles.

Quantum sensing and measurement

Gary A. Steele and Toeno van der Sar

A photograph of the Applied Sciences (AS) building, showing a modern building with large windows and a red staircase.

Electrical Engineering, Mathematics & Computer Science (EEMCS)

Cover of the book "Computational design for (industrial) designers" by Willemijn Elkuizen. It features a close-up of a person's neck wearing a white 3D-printed collar.

Computational design for (industrial) designers

Edited by Willemijn Elkuizen

Cover of the book "Delftse Foundations of Computation" by Stefan Hugtenburg and Neil Yorke-Smith. It features a diagram of a logical proof structure with symbols like p, q, and arrows.

Delftse Foundations of Computation

Edited by Stefan Hugtenburg and Neil Yorke-Smith

Cover of the book "Risk and Reliability for Engineers" by Robert Lanzafame. It features a scatter plot with axes labeled "Random Variable X1" and "Random Variable X2", with a dashed curve representing probability.

Risk and Reliability for Engineers

Edited by Robert Lanzafame

Cover of the book "Interactive Optics" by Sander Konijnenberg, Aurèle J.L. Adam & H. Paul Urbach. It features a photograph of a complex optical experiment setup with lasers and lenses.

Interactive Optics

Sander Konijnenberg, Aurèle J.L. Adam & H. Paul Urbach

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Show the Physics

Edited by Freek Pols and Peter Dekkers

Cover of the book "Linear Algebra" by André Hensbergen and Nikolaas Verhulst. It features a 3D plot with colored planes on a grid.

Linear Algebra

André Hensbergen and Nikolaas Verhulst

Cover of the book "Programming Foundations" by Nikolina Šoštaric. It features a close-up image of a green, textured surface, possibly a microscopic view of a material.

Programming Foundations

Nikolina Šoštaric

STUDENT & TEACHER RESPONSE

It allowed us to put together a somewhat coherent and complete presentation of the material of a course. In my opinion it has some advantages, and at the same time does require effort to do. --- Math teacher

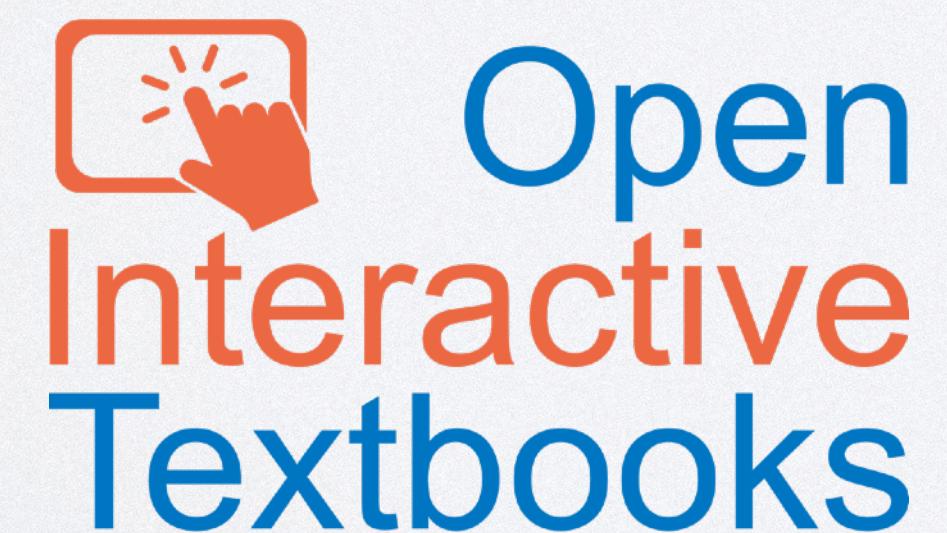
The ability to customize, refine and revise the material is exceptional, as well as to keep content relevant and exciting for students. It is also much easier to involve a wide range of contributors (authors, teaching assistants, etc) with contributions of various sizes. --- Civil engineering teacher

I appreciate the quiz questions in some chapters, and wished every chapter would include them. They proved an effective way to see if I understood the material.

--- MSc Civil Engineering student

I can use the online textbook to run the code online and adjust the parameters, which can give me a more intuitive feeling of the code. --- MSc Civil Engineering student

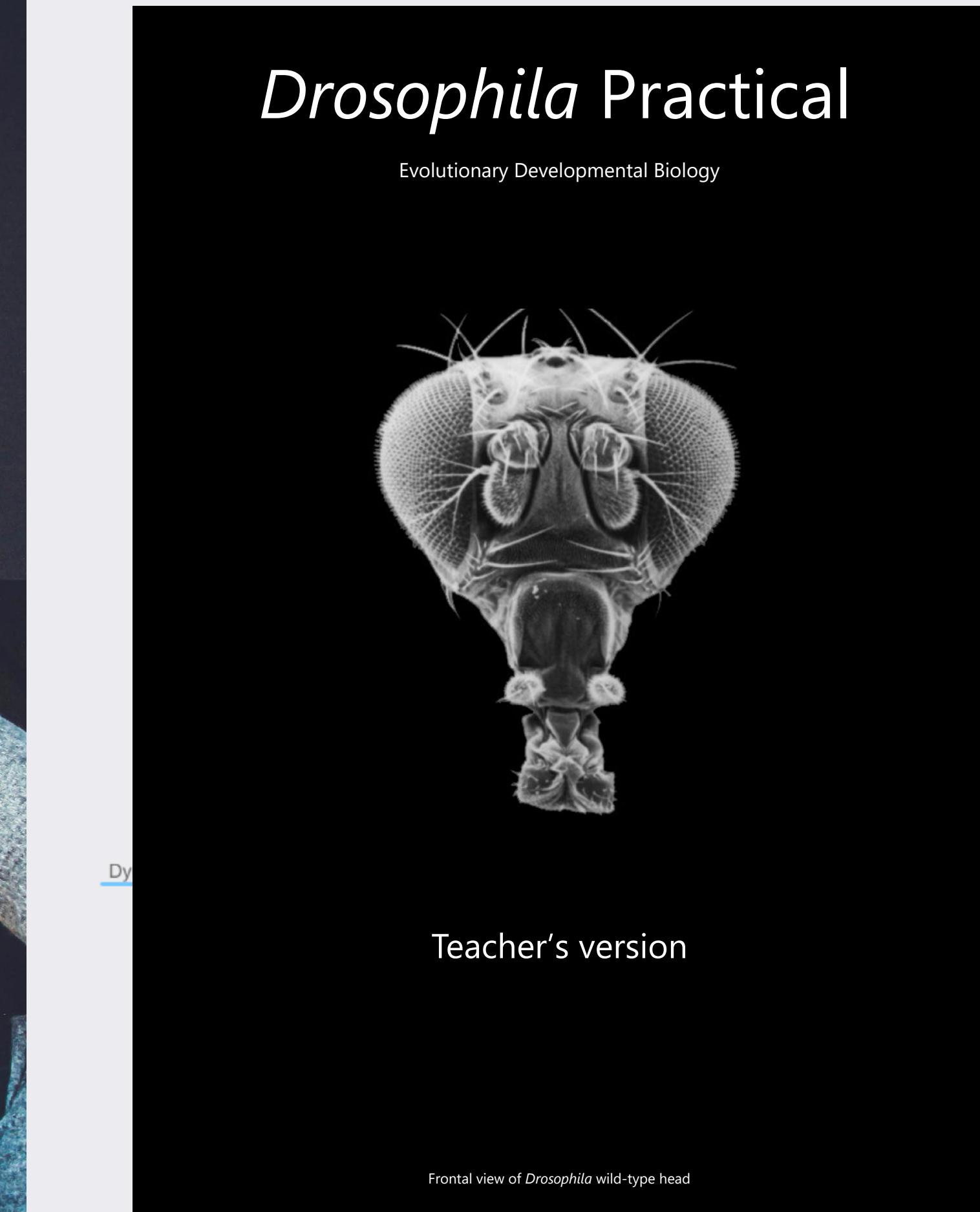
Ik vind het fijn dat al het lesmateriaal, dus tekst, code, videos en opdrachten op een plek zijn geordend en dat je hiermee op verschillende manieren de lesstof kunt verwerken. Een combinatie van deze verschillende componenten is dan denk ik ook mijn “preferred learning material”, met de meeste voorkeur voor videos. --- Nanobiology & Computer Science student





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