

SUBLIMATION TIME & TEMPERATURE GUIDE

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SUBLIMATION TIME & TEMPERATURE GUIDE

SUBSTRATE	TEMP (°F)	TEMP (°C)	TIME (SEC)	PRESSURE	NOTES
Flags (Polyester)	350 - 400	204 - 209	30-60	Light-Medium	Ensure that the fabric is completely dry before sublimating the design.
Polycotton Cotton	350 to 390	200 - 200	30-60	Light-Medium	The press the iron for 10-15 seconds to remove moisture.
Poly Linen (not Flax)	380-400	200-200	60-90	Light	The press the iron for 30-60 seconds, hot spot.
Flowers	380-400	200-200	60-90	Light-Medium	Once pressed, use the transfer and place it under the mounting heat to dry for just about 10-20 sec.
Bag/L Tote Bags	380-400	200-200	30-70	Medium	Start with a temperature of 200 degrees and press for 30 sec.
Scarf	380-400	200-200	45-60	Medium	Press your scarf one side at a time. After the work about 30-60 sec, you can flip the transfer.
Tumblers	380 to 385	200-200	60-90	Medium	The full area press 60-90 sec & then 200 degrees & press a second time for 60-90 sec.
Ceramic Mugs	380-400	200-200	200-250	Medium	Wipe to cool then after transfer press is removed to burst of water or cooling spray.
Printed Glass Jar	380-390	200-200	120-240	Medium	Transfer wrap can cover the glass to prevent heat leakage during the transfer process.
Ceramic Car Coaster	380-400	200-200	180-240	Medium	Use a hot roller or the pressure to remove any heat or debris.
Phone Case	380-380	200-200	45-60	Medium	Preheat your heat press to 380 degrees & place the paper with aluminum mesh heat cap.
3D Resin/Resin	380-400	200-200	45-60	Medium	Make sure the whole thing is under heat press and press for 60 seconds at 200 degrees.
Acrylics	380-400	200-200	45-60	Medium	Press the material to 1/2 inch or behind the piece to hold it in place.
Pumpkin Cover	380-400	200-200	30-60	Medium	Suggest using a small piece of fabric in the center to get even pressure.
Ceramic Document	380-400	200-200	120-180	Light-Medium	Preheat your document by using aluminum meshed on a hot line cloth to remove heat.
Mouse Pad	380-400	200-200	60-90	Medium	Use the hot brush only and use the mounted to prevent heating inside in your work.

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SUBSTRATE	TEMP (°F)	TEMP (°C)	TIME (SEC)	PRESSURE	NOTES
Garden Flag	380-380	200-200	45-60	Medium	Recommend pre-pressing the flag first to decrease its folds.
Evaluation Stone	380-400	200-200	90-90	Medium	Substrate should be at room temperature.
Evaluation Cup	380-400	200-200	90-90	Medium	Preheat your cup holder by using a hot roller to remove any folds or dust.
Evaluation T-shirt	380-400	200-200	90-90	Medium	Use transfer wrap on profit sublimation heat tape for bettering transfer.
Stone Plaque	380-400	200-200	2-3 mins	Medium	Place the paper with your design face down onto the smooth part of the stone.
Light Paper	375-400	200-200	60-90	Medium	During pressing, it is better to transfer material to escape through the outer edge of the heat.
Stainless Plate	375-400	200-200	45-60	Medium	Use heat resistant tape to prevent plate from shifting during the transfer process.
Stone or Ceramic Tile	400	200	180-240	Medium	Press the stone back transfer side down, Press the stone pad.
Big Chair	375-400	200-200	60-90	Medium	For stone water marks, it is not recommended to transfer both sides at the same time.
Frige Magnet	380-390	200-200	45-60	Medium	Once transfer is over, simply turn off with the magnet made and cool for 30-60 sec.
Freezeless	380-400	200-200	60-90	Medium	Requires a little longer pressure than 60 sec.
Other Glass Items	380-400	200-200	180 - 240	Medium	Be careful not to put too much pressure on the glass.
Other Metal Aluminum Items	375-400	200-200	60-90	Medium	Always place aluminum sheet on bottom of heat press.
Other Plastic Items	380-380	200-200	60-70	Medium	Remove transfer paper immediately after pressing.
Hardboard	375-400	200-200	60-90	Medium	Remove immediately after pressing unless the surface is required.

NOTE: Ensure consistent heat and pressure across the entire substrate. Use protective sheets to prevent sublimation ink from transferring to the heat press. Allow items to cool gradually after pressing to avoid warping or damage. Always test on a small piece or sample to ensure optimal results.

Press Time Teachers Guide

J Spring



Press Time Teachers Guide:

Press Time Julian Adams, Kenneth Stratton, Prentice-Hall, Inc, 1985 Teacher's Manual Charles L. Ellis, 1911

Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1972 A Teacher's Guide to Preschool Reading Instruction William Blanton, 1973 MENC Handbook of Research on Music Learning: Volume 1: Strategies Richard Colwell, Peter R. Webster, 2011-10-26 The MENC Handbook of Research on Music Learning Volume 1 Strategies brings together the best and most current research on methods for music learning focusing squarely on the professions empirical and conceptual knowledge of how students gain competence in music at various ages and in different contexts The collection of chapters written by the foremost figures active in the field takes a broad theoretical perspective on current critical areas of research including music development music listening and reading motivation and self regulated learning in music music perception and movement The books companion volume Applications builds an extensive and solid position of practice upon the frameworks and research presented here Throughout both volumes in this essential set focus is placed on the musical knowledge and musical skills needed to perform create understand reflect on enjoy value and respond to music A key point of emphasis rests on the relationship between music learning and finding meaning in music and as music technology plays an increasingly important role in learning today chapters move beyond exclusively formal classroom instruction into other forms of systematic learning and informal instruction Either individually or paired with its companion Volume 2 Applications this indispensable overview of this growing area of inquiry will appeal to students and scholars in Music Education as well as front line music educators in the classroom *Educational Times* ,1893 **Forum** ,1995

International Journal of Religious Education ,1924 Tarbell's Teacher's Guide to the International Bible Lessons for Christian Teaching of the Uniform Course Martha Tarbell, 1910 **A Handbook for History Teachers** James A. Duthie, 2012-09-28 History is not a mere chronicle of facts but a dialogue between competing interpretations of the past it should be taught as such Teaching history in this way makes it both intellectually demanding and more interesting while at the same time helps students acquire the knowledge and skills necessary to become functioning citizens in a democracy The opening chapters provide the rationale for the study of history its epistemological basis and the logic of the discipline The bulk of the book deals with practical ways to help students acquire process and apply information In particular it addresses the specific thinking skills required by the discipline with many effective techniques for helping students to master them The implications of this approach for teacher evaluation of student work are also addressed **Handbook of Research on Student Engagement** Sandra L. Christenson, Amy L. Reschly, CATHY WYLIE, 2012-02-23 For more than two decades the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive emotional and behavioral components that embody and further develop motivation for learning Similarly the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning This robust expansion has led to numerous

lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement The Handbook guides readers through the field s rich history sorts out its component constructs and identifies knowledge gaps to be filled by future research Grounding data in real world learning situations contributors analyze indicators and facilitators of student engagement link engagement to motivation and gauge the impact of family peers and teachers on engagement in elementary and secondary grades Findings on the effectiveness of classroom interventions are discussed in detail And because assessing engagement is still a relatively new endeavor chapters on measurement methods and issues round out this important resource Topical areas addressed in the Handbook include Engagement across developmental stages Self efficacy in the engaged learner Parental and social influences on engagement and achievement motivation The engaging nature of teaching for competency development The relationship between engagement and high risk behavior in adolescents Comparing methods for measuring student engagement An essential guide to the expanding knowledge base the Handbook of Research on Student Engagement serves as a valuable resource for researchers scientist practitioners and graduate students in such varied fields as clinical child and school psychology educational psychology public health teaching and teacher education social work and educational policy

Teaching Primary Humanities Russell Grigg,2014-05-22 As primary subjects are increasingly being taught on an interdisciplinary level Russell Grigg and Sioned Hughes have created an innovative new text Teaching Primary Humanities This new text explores current debate encourages reflection and provides clear guidance on planning teaching and assessing the humanities from the Early Years to Key Stage 2 Through a blend of theory and real life examples Grigg and Hughes demonstrate the contribution that history geography and religious education can make to enhancing children s thinking literacy numeracy and ICT skills Whether you are a trainee or a practitioner this book will develop your knowledge of how young children s understanding of place time and community can be fostered through a play based curriculum It will also benefit teachers of older children looking to encourage more independent learning in their schools About the authors Dr Russell Grigg is Head of the South West Wales Centre of Teacher Education He is a trained primary inspector for England and Wales He has written widely in the field of history and primary education including Wales in the Victorian Age and Becoming an Outstanding Primary Teacher Dr Sioned Hughes is Senior Lecturer in Initial Teacher Training at the South West Wales Centre of Teacher Education She has published many educational materials especially in primary geography Her work on Patagonia was recognised by the Welsh Books Council as the Bestselling Children s Book in 2011

[Resources in Education](#) ,1986 [The Educational Times, and Journal of the College of Preceptors](#) ,1905 **Handbook of Child Psychology, Child Psychology in Practice** William Damon,Richard M. Lerner,K. Ann Renninger,Irving E. Sigel,2007-07-30 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field

the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 4 Child Psychology in Practice edited by K Ann Renninger Swarthmore College and Irving E Sigel Educational Testing Service covers child psychology in clinical and educational practice New topics addressed include educational assessment and evaluation character education learning disabilities mental retardation media and popular culture children s health and parenting

National History Standards Linda Symcox,Arie Wilschut,2009-04-01 As educators in the United States and Europe develop national history standards for K 12 students the question of what to do with national history canons is a subject of growing concern Should national canons still be the foundation for the teaching of history Do national canons develop citizenship or should they be modified to accommodate the new realities of globalization Or should they even be discarded outright These questions become blurred by the debates over preserving national heritages by so called history wars or culture wars and by debates over which pedagogical frameworks to use These canon and pedagogical debates often overlap creating even more confusion A misconceived skills vs content debate often results Teaching students to think chronologically and historically is not the same as teaching a national heritage or a cosmopolitan outlook But what exactly is the difference Policy makers and opinion leaders often confuse the pedagogical desirability of using a framework for studying history with their own efforts to reaffirm the centrality of national identity rooted in a vision of their nation s history as a way of inculcating citizenship and patriotism These are the issues discussed in this volume Today s students are citizens of the world and must be taught to think in global supranational terms At the same time the traditionalists have a point when they argue that the ideal of the nation state is the cultural glue that has traditionally held society together and that social cohesion depends on creating and inculcating a common national culture in the schools From an educational perspective the problem is how to teach chronological thinking at all How are we to reconcile the social political and intellectual realities of a globalizing world with the continuing need for individuals to function locally as citizens of a nation state who share a common past a common culture and a common political destiny Is it a duty of history education to create a frame of reference and if so what kind of frame of reference should this be How does frame of reference knowledge relate to canonical knowledge and the body of knowledge of history as a whole

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Tarbell's Teachers' Guide to the International Sunday-school Lessons for 1906 Martha Tarbell,1909

Tarbell's Teachers' Guide to the International Sunday-school Lessons for 1910 Martha Tarbell,1909

Handbook of Psychology, Educational Psychology William M. Reynolds,Gloria J. Miller,2003-06-02 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications an future course of major unresolved issues in the area

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