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| 1. Record Nr. | UNINA9910695552803321 |
| Autore | Spencer Shannon L |
| Titolo | BOREAS TE-8 aspen bark chemistry data [[electronic resource] /] / Shannon L. Spencer and Barrett N. Rock |
| Pubbl/distr/stampa | Greenbelt, Md. : , : NASA Goddard Space Flight Center, , [2000] |
| Descrizione fisica | 1 volume : digital, PDF file |
| Collana | Technical report series on the Boreal Ecosystem-Atmosphere Study (BOREAS) ; ; 151 NASA/TM ; ; 2000-209891, v. 151 |
| Altri autori (Persone) | RockBarrett N |
| Soggetti | Biomass Data acquisition Ecosystems Pigments |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Title from title screen (viewed on Feb. 7, 2007). "October 2000." |
| Nota di bibliografia | Includes bibliographical references. |

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| 2. Record Nr. | UNINA9910783155403321 |
| Autore | Mace Jane |
| Titolo | Talking about literacy : principles and practice of adult literacy education // Jane Mace |
| Pubbl/distr/stampa | London ; ; New York : , : Routledge, , 1992 |
| ISBN | 1-134-91962-X 1-134-91963-8 1-280-33832-6 0-203-31440-9 0-203-03251-9 |
| Descrizione fisica | 1 online resource (xxi,168p.) : ill |
| Disciplina | 374/.012 |
| Soggetti | Functional literacy - Great Britain Reading (Adult education) - Great Britain |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Bibliography: 158-163. -Includes index. |
| Nota di bibliografia | Includes bibliographical references (p. 158-163) and index. |
| Nota di contenuto | Introduction I. Issues 1. Problems of Representation 2. The Truth For Now II. Principles 1. Listening to the Questions 2. The Teacher Researcher 3. Authors and Authority 4. Readers=Writers 5. Vocations and Vocationalism Conclusion Afterword Bibliography |
| Sommario/riassunto | Explores the theory behind adult literacy education - discussing the arguments in favour of literacy, and analysing principles by which literacy may be creatively learned, looking in detail at context, equality and community. |