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Autore	Cruff R. W.
Titolo	A comparison of methods of estimating potential evapotranspiration from climatological data in arid and subhumid environments / / by R.W. Cruff and T.H. Thompson
Pubbl/distr/stampa	[Washington, D.C.] : , : United States Department of the Interior, Geological Survey, , 1967 Washington : , : United States Government Printing Office
Descrizione fisica	1 online resource (iv, 28 pages) : illustrations, map
Collana	Contributions to the hydrology of the United States Geological Survey water-supply paper ; ; 1839-M
Soggetti	Evapotranspiration
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Prepared in cooperation with the California Department of Water Resources. Includes tables.
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910964612903321
Autore	Snart Jason Allen
Titolo	Hybrid Learning : The Perils and Promise of Blending Online and Face-to-Face Instruction in Higher Education // Jason Allen Snart
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ISBN	9798400667701 9786612963698 9781282963696 1282963694
Edizione	[1st ed.]
Descrizione fisica	1 online resource (200 pages)
Disciplina	371.3
Soggetti	Education Educational technology - Computer-assisted instruction Education - Effect of technological innovations on Distance education - Computer-assisted instruction Blended learning Teaching skills & techniques
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
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### Sommario/riassunto

A call for the extension of hybrid learning urges that it become not just a quick fix or a boon for the bottom line, but an educational mode that reenvision quality teaching and learning for the 21st century. Hybrid Learning: The Perils and Promise of Blending Online and Face-to-Face Instruction in Higher Education is an in-depth exploration of a new learning mode that could radically change higher education, incorporating emerging trends in technology and multimedia use—including online gaming, social networking, and other Web 2.0 applications—to create engaging and dynamic learning environments. Laying out fundamental challenges facing higher education today, this book shows how hybrid instruction can be designed and implemented to deliver excellent educational value in flexible modes and at moderate costs well-suited to the circumstances of many students and institutions. The book lays out the characteristic profiles of students who are most likely to benefit from and perform well in a hybrid learning environment, as well as the features and practices of hybrid courses most likely to produce positive learning outcomes. It also specifies the obligations of faculty in designing and delivering best-practice hybrid courses and the support and policy obligations of institutions. Challenging prima-facie assumptions about hybrid learning, the author promotes it as nothing less than an opportunity to reenvision education for the 21st century.

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