

1. Record Nr.	UNINA9910338228603321
Autore	Gaier Claude
Titolo	L'industrie et le commerce des armes dans les anciennes principautés de Liège, du XIII <sup>e</sup> à la fin du XVe siècle // Claude Gaier
Pubbl/distr/stampa	Liège, : Presses universitaires de Liège, 2018
ISBN	979-1-03-651639-9
Descrizione fisica	1 online resource (395-[1] p.)
Soggetti	History Medieval & Renaissance Studies commerce armement transport moulage pyrotechnique forgeage arme principautés belges
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910791449003321
Titolo	Best practices for technology-enhanced teaching and learning [[electronic resource]] : connecting to psychology and the social sciences / edited by Dana S. Dunn ... [et al.]
Pubbl/distr/stampa	New York, : Oxford University Press, 2011
ISBN	0-19-045355-9 0-19-025582-X 1-282-97727-X 9786612977275 0-19-983793-7
Descrizione fisica	1 online resource (353 p.)
Altri autori (Persone)	DunnDana
Disciplina	371.33/44678
Soggetti	Internet in education Computer-assisted instruction Distance education Educational psychology Educational technology - Study and teaching Science - Study and teaching
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 indexes.
Nota di contenuto	Contents; Contributors; 1 Getting Connected: An Overview of Best Practices for Using Technology to Improve Teaching and Learning in Psychology; Teaching with Technology: Issues and Ideas; Technology: Applications In and Outside the Classroom; Technology: New Opportunities for Teaching; Author Index; Subject Index; About the Editors
Sommario/riassunto	The use of technology and teaching techniques derived from technology is currently a burgeoning topic in higher education. Teachers at all levels and types of institutions want to know how these new technologies will affect what happens in and outside of the classroom. Many teachers have already embraced some of these technologies but remain uncertain about their educational efficacy.

Other teachers have waited because they are reluctant to try tools or techniques that remain unproven or, as is often the case, lack institutional support. This book is designed to help both groups, so that thos

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