

1. Record Nr.	UNISA996335791603316
Titolo	Clinical lab products
Pubbl/distr/stampa	Amherst, N.H., : Clinical Lab Products
Descrizione fisica	1 online resource
Soggetti	Diagnosis, Laboratory - Equipment and supplies Medical laboratory technology Equipment and Supplies Clinical Laboratory Techniques - instrumentation Catalog Periodical
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
2. Record Nr.	UNINA9910700381703321
Titolo	Ares I-X flight test vehicle modal test [[electronic resource] /] / Ralph D. Buehrle ... [and others]
Pubbl/distr/stampa	Hampton, Va. : , : National Aeronautics and Space Administration, Langley Research Center, , [2010]
Descrizione fisica	1 online resource (iii, 88 pages) : color illustrations
Collana	NASA/TM ; ; 2010-216182
Altri autori (Persone)	BuehrleRalph D (Ralph David)
Soggetti	Ares 1 launch vehicle Flight test vehicles Mathematical models Solid propellant rocket engines Space Shuttle Boosters Spacecraft modules Modal response
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa

Livello bibliografico	Monografia
Note generali	Title from title screen (viewed on June 28, 2011). "January 2010."
Nota di bibliografia	Includes bibliographical references (page 60).
3. Record Nr.	UNINA9910446855603321
Titolo	Contemporary education dialogue
Pubbl/distr/stampa	[New Delhi], : [Sage Publications India]
ISSN	2249-5320
Disciplina	370.95905
Soggetti	Education - India - 20th century Education - Southeast Asia Education Periodicals. India Southeast Asia
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed
Sommario/riassunto	Contemporary Education Dialogue serves as an independent open forum for researchers and practitioners to sustain a critical engagement with issues in education by engendering a reflective space that nurtures the discipline and promotes inter-disciplinary perspectives. The journal allows for a refinement of theoretical and practical basis for improving the quality of education, furthering the opportunity to directly create reflective classroom practices.