

1. Record Nr.	UNISA996391719103316
Titolo	A sad account of the unhappy and deplorable torture, and terrible death of Mr. Parker a tobacconist at Shaklewel near Hackney; [[electronic resource]] : who was miserably torn and mangled, by three doggs his leggs and arms, being almost knawd in pieces by them in such a dreadful and terrible manner, that he died in sad pain and torture on Monday morning last, and was buried at Hackney on Wednesday, the 18th of September 1700. Printed according to order
Pubbl/distr/stampa	London, : Printed for E. Hawks near Brides-Lane, 1700
Descrizione fisica	1 sheet ([1] p.)
Soggetti	Dogs - England Murder - England Aggressive behavior in animals - England
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in the British Library.
Sommario/riassunto	eebo-0018

2. Record Nr.	UNINA9910629592503321
Autore	Kruger Donnavan
Titolo	Blended learning environments to foster self-directed learning // Donnavan Kruger [and nine others]
Pubbl/distr/stampa	[Place of publication not identified] : , : AOSIS, , 2022
Descrizione fisica	1 online resource (344 pages)
Disciplina	371.3
Soggetti	Blended learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>This book on blended learning environments to foster self-directed learning highlights the focus on research conducted in several teaching and learning contexts where blended learning had been implemented and focused on the fostering of self-directed learning. Several authors have contributed to the book, and each chapter provides a unique perspective on blended learning and self-directed learning research. From each chapter, it becomes evident that coherence on the topics mentioned is established. One of the main aspects drawn in this book, and addressed by several authors in the book, is the use of the Community of Inquiry (CoI) framework when implementing teaching and learning strategies in blended learning environments to foster self-directed learning. This notion of focusing on the CoI framework is particularly evident in both theoretical and empirical dissemination presented in this book. What makes this book unique is the fact that researchers and peers in varied fields would benefit from the findings presented by each chapter, albeit theoretical, methodological or empirical in nature - this, in turn, provides opportunities for future research endeavours to further the narrative of how blended learning environments can be used to foster self-directed learning.</p>