

Toward an understanding of children's perceptions of their transport geographies: (non)active school travel and visual representations of the built environment

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Journal of transport geography

2012; 20(1):62-70

ARTICLE IDENTIFIERS

DOI: 10.1016/j.jtrangeo.2011.07.001

PMID: unavailable

PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available

pISSN: 0966-6923

eISSN: not available

OCLC ID: not available

CONS ID: not available

US National Library of Medicine ID: not available

This article was identified from a query of the SafetyLit database.