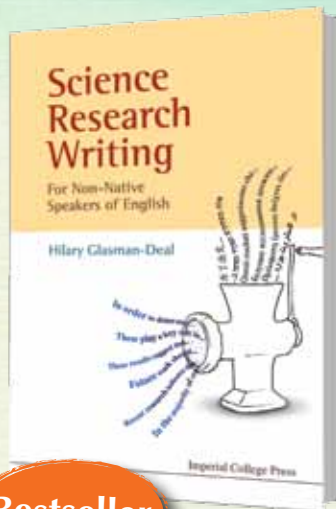


NATIONAL ACADEMIC PRESS (USA) AND WORLD SCIENTIFIC

— Presents Notable Titles in Education and Popular Science —



SCIENCE RESEARCH WRITING FOR NON-NATIVE SPEAKERS OF ENGLISH

by **Hilary Glasman-Deal**
(Imperial College London)

"I managed to dramatically improve my writing skills. The best thing is that it is not generic but filled with concrete examples."

Marko Tkalcic
University of Ljubljana

"... there is no doubt that for student science writers the manual can be a very useful tool toward becoming efficient science writers."

Ibérica

Bestseller

This book is designed to enable non-native English speakers to write science research for publication in English. It can also be used by English speakers and is a practical, user-friendly book intended as a fast, do-it-yourself guide for those whose English language proficiency is above intermediate.

272pp	Dec 2009
978-1-84816-309-6	US\$58 £44
978-1-84816-310-2(pbk)	US\$25 £19
978-1-84816-311-9(ebook)	US\$75

ON BEING A SCIENTIST (THIRD EDITION)

Committee on Science,
Engineering, and Public Policy,
National Academy of Sciences,
National Academy of
Engineering, and Institute of
Medicine

On Being a Scientist was designed to supplement the informal lessons in ethics provided by research supervisors and mentors. The book describes the ethical foundations of scientific practices and some of the personal and professional issues that researchers encounter in their work.

It applies to all forms of research — whether in academic, industrial, or governmental settings — and to all scientific disciplines.

This third edition of On Being a Scientist reflects developments since the publication of the original edition in 1989 and a second edition in 1995. A continuing feature of this edition is the inclusion of a number of hypothetical scenarios offering guidance in thinking about and discussing certain situations.

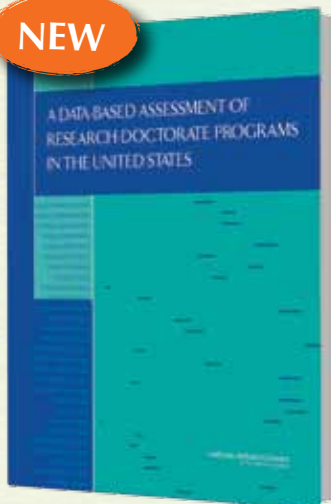
82pp	2009
978-0-309-11970-2(pbk)	US\$12.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.



Bestseller

NEW



A DATA-BASED ASSESSMENT OF RESEARCH-DOCTORATE PROGRAMS IN THE UNITED STATES (WITH CD-ROM)

Jeremiah P. Ostriker, Charlotte V. Kuh, and James A. Voytuk, editors;
Committee to Assess Research-Doctorate Programs; National Research Council

A Data-Based Assessment of Research-Doctorate Programs in the United States presents findings from data collected for the 2005-2006 academic year from more than 5,000 doctoral programs at 212 universities. It features analysis of selected findings across six broad fields: agricultural sciences, biological and health sciences, engineering, physical and mathematical sciences, social and behavioral sciences, and humanities, as well as a discussion of trends in doctoral education since the last assessment in 1995, and suggested uses of the data. This report also includes illustrations of how the data can be used to produce rankings of doctoral programs based on measures important to faculty, students, administrators, funders, and other stakeholders. Included with the book is a comprehensive CD-ROM with a data table in Microsoft Excel.

322pp	2011
978-0-309-16030-8(pbk)	US\$99.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

NATIONAL ACADEMY PRESS
U S A

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Education

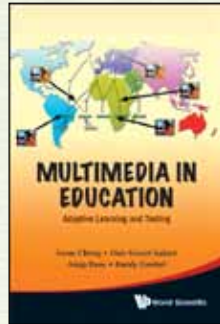
MULTIMEDIA IN EDUCATION

Adaptive Learning and Testing

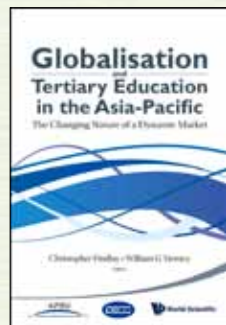
by Irene Cheng (University of Alberta, Canada), Lluís Vicent Safont (Ramon Llull University, Spain), Anup Basu & Randy Goebel (University of Alberta, Canada)

Key Features:

- Discussions of algorithms that will give other education developers an insight on the actual implementation strategies
- Highlights important tools to help education content creators prepare learning and testing multimedia items
- Descriptions of technical details on methods for cell phone and mobile device educational content development



188pp Aug 2010
978-981-283-705-9 US\$58 £36
978-981-283-706-6(ebook) US\$75



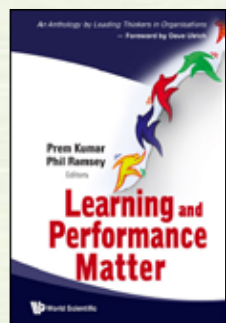
GLOBALISATION AND TERTIARY EDUCATION IN THE ASIA-PACIFIC

The Changing Nature of a Dynamic Market

edited by Christopher Findlay (University of Adelaide, Australia) & William G Tierney (University of Southern California, USA)

The rapid development and adoption of technology along with open economies has created an integrated global economy. The globalisation process has brought with it significant changes in all areas of life, including tertiary education. This book outlines the features of the new wave of globalisation and draws out specific trends and challenges associated with this new wave for universities and policy makers.

320pp Feb 2010
978-981-4299-03-9 US\$125 £83
978-981-4299-04-6(ebook) US\$163



LEARNING AND PERFORMANCE MATTER

edited by Prem Kumar (National Community Leadership Institute, Singapore) & Phil Ramsey (Massey University, New Zealand)

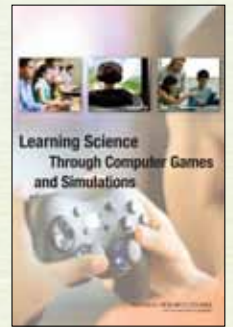
"This excellent anthology by leading thinkers in organisations offers thoughtful insights on lessons about learning. They probe deeper into learning processes so that these processes can be understood, mapped, and replicated. The lessons from these essays will help managers manage change and leaders learn ... This volume is a good push along the learning journey."

Extract from Foreword by Professor Dave Ulrich
University of Michigan and Partner, The RBL Group

264pp Sep 2008
978-981-277-192-6 US\$77 £41
978-981-277-193-3(ebook) US\$100

LEARNING SCIENCE THROUGH COMPUTER GAMES AND SIMULATIONS

Margaret A. Honey and Margaret Hilton, Editors;
Committee on Science Learning: Computer Games,
Simulations, and Education; National Research Council

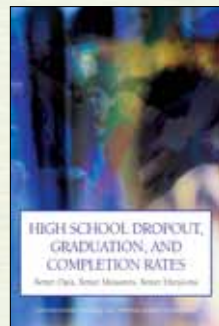


Learning Science through Computer Games and Simulations reviews the available research on learning science through interaction with digital simulations and games. It considers the potential of digital games and simulations to contribute to learning science in schools, in informal out-of-school settings, and everyday life. The book also identifies the areas in which more research and research-based development is needed to fully capitalize on this potential.

It will guide academic researchers; developers and entrepreneurs from the digital simulation and gaming community; and education practitioners and policy makers toward the formation of research and development partnerships that will facilitate rich intellectual collaboration.

174pp 2011
978-0-309-18523-3 (pbk) US\$39

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.



HIGH SCHOOL DROPOUT, GRADUATION, AND COMPLETION RATES

Better Data, Better Measures, Better Decisions

Robert M. Hauser and Judith Anderson Koenig, Editors;
Committee for Improved Measurement of High School
Dropout and Completion Rates: Expert Guidance on Next
Steps for Research and Policy Workshop; National
Research Council and National Academy of Education

How does one count a student who leaves a regular high school but later completes a GED? How does one count a student who spends most of his/her high school years at one school and then transfers to another? If the student graduates, which school should receive credit? If the student drops out, which school should take responsibility? High School Dropout, Graduation, and Completion Rates addresses these issues and to examine (1) the strengths, limitations, accuracy, and utility of the available dropout and completion measures; (2) the state of the art with respect to longitudinal data systems; and (3) ways that dropout and completion rates can be used to improve policy and practice.

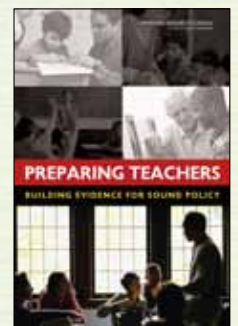
154pp 2011
978-0-309-16307-1 (pbk) US\$36.75

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

PREPARING TEACHERS

Building Evidence for Sound Policy
Committee on the Study of Teacher Preparation
Programs in the United States; National Research
Council

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. It also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs.



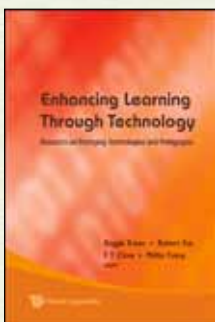
234pp 2010
978-0-309-12805-6 (pbk) US\$44

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

ENHANCING LEARNING THROUGH TECHNOLOGY

Research on Emerging Technologies and Pedagogies

edited by **Reggie Kwan** (*Caritas Francis Hsu College & Caritas Bianchi College of Careers, Hong Kong*), **Robert Fox, FT Chan** (*The University of Hong Kong*) & **Philip Tsang** (*The Open University of Hong Kong*)



This book deals with how technology can enhance learning. It is a collection of contemporary practices and developmental trends for enhancing learning through technology. Researchers in the field of electronic learning (e-learning) share how new technologies can be applied in and out of the classroom, and how contemporary pedagogical practices should be deployed. It presents the most updated technologies that work hand in hand with current pedagogies to help students learn.

Readership: Graduate students, academics and researchers in the field of e-learning.

292pp Jun 2008
978-981-279-944-9 US\$122 £81
978-981-279-945-6(ebook) US\$159

CREATIVITY

A Handbook for Teachers

by **Ai-Girl Tan** (*Nanyang Technological University, Singapore*)

"The strength of the book is in its extremely useful, very in-depth exploration of a wide range of theories concerning creativity ... it is a handbook to be dipped into by those who wish to read and understand contemporary views concerning a very wide range of important issues concerning creativity such as new concepts, theories, models, frameworks, research and teaching experiences."

Design and Technology Education

Readership: Academic, creativity institutions/centres.

648pp May 2007
978-981-256-958-5 US\$212 £140
978-981-256-959-2(pbk) US\$100 £55
978-981-277-086-8(ebook) US\$276

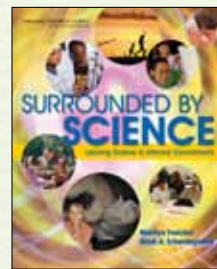


SURROUNDED BY SCIENCE

Learning Science in Informal Environments

Marilyn Fenichel and Heidi A. Schweingruber; *National Research Council*

Practitioners in informal science settings--museums, after-school programs, science and technology centers, media enterprises, libraries, aquariums, zoos, and botanical gardens--are interested in finding out what learning looks like, how to measure it, and what they can do to ensure that people of all ages, from different backgrounds and cultures, have a positive learning experience.



Surrounded by Science: Learning Science in Informal Environments, is designed to make that task easier.

Based on the National Research Council study, *Learning Science in Informal Environments: People, Places, and Pursuits*, this book is a tool that provides case studies, illustrative examples, and probing questions for practitioners.

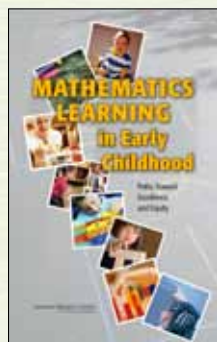
240pp 2010
978-0-309-13674-7 (pbk) US\$24.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

MATHEMATICS LEARNING IN EARLY CHILDHOOD

Paths Toward Excellence and Equity

Christopher T Cross, Tanesha A Woods, and Heidi Schweingruber, *Editors; Committee on Early Childhood Mathematics; National Research Council*



Relying on a comprehensive review of the research, *Mathematics Learning in Early Childhood* lays out the critical areas that should be the focus of young children's early mathematics education, explores the extent to which they are currently being incorporated in early childhood settings, and identifies the changes needed to improve the quality of mathematics experiences for young children. This book serves as a call to action to improve the state of early childhood mathematics. It will be especially useful for policy makers and practitioners--those who work directly with children and their families in shaping the policies that affect the education of young children.

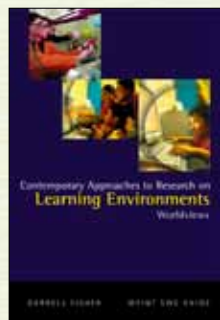
398pp 2009
978-0-309-12806-3 US\$54.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

CONTEMPORARY APPROACHES TO RESEARCH ON LEARNING ENVIRONMENTS

Worldviews

edited by **Darrell Fisher** (*Curtin University of Technology, Australia*) & **Myint Swe Khine** (*Murdoch University, Australia*)



"This book is a collection of learning environment studies where researchers and educators in this area share the results of their work with others. These studies present a comprehensive picture as they have

been conducted in fifteen different countries throughout the world. This book is a must-have resource for research and evaluation of classroom and school learning environments."

Professor Emeritus Lawrence F H Zane
University of Hawaii, USA

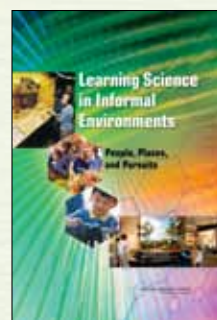
Readership: Students, researchers, academics, teachers and school principals.

688pp May 2006
978-981-256-508-2 US\$165 £109
978-981-256-511-2(pbk) US\$77 £43
978-981-277-465-1(ebook) US\$215

LEARNING SCIENCE IN INFORMAL ENVIRONMENTS

People, Places, and Pursuits

Philip Bell, Bruce Lewenstein, Andrew W Shouse, and Michael A Feder, *Editors, Committee on Learning Science in Informal Environments, National Research Council*



Learning Science in Places and Pursuits draws together disparate literatures, synthesizes the state of knowledge, and articulates a common framework for the next generation of research on learning science in informal environments across a life span. Contributions include recognized experts in a range of disciplines — research and evaluation, exhibit designers, program developers and educators. They also have experience in a range of settings — museums, after-school programs, science and technology centers, media enterprises, aquariums, zoos, and botanical gardens.

352pp 2009
978-0-309-11955-9 US\$49.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

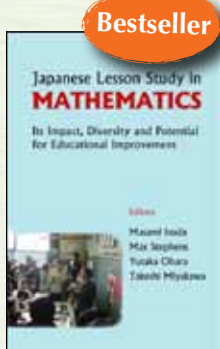
JAPANESE LESSON STUDY IN MATHEMATICS

Its Impact, Diversity and Potential for Educational Improvement

edited by **Masami Isoda, Takeshi Miyakawa** (*University of Tsukuba, Japan*), **Max Stephens** (*University of Melbourne, Australia*) & **Yutaka Ohara** (*Naruto University of Education, Japan*)

This book supports the growing movement of lesson study to improve the quality of mathematics education from the original viewpoints of Japanese educators who have been engaging in lesson study in mathematics for professional development and curriculum implementation. This book also illustrates several projects related to lesson study in other countries.

280pp Feb 2007
978-981-270-453-5 US\$160 £106
978-981-270-544-0(pbk) US\$70 £46
978-981-270-747-5(ebook) US\$208



Bestseller

ASSESSING ACCOMPLISHED TEACHING

Advanced-Level Certification Programs

Milton D Hakel, Judith Anderson Koenig, and Stuart W Elliott, Editors, *Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards, National Research Council*

The mission of the National Board for Professional Teaching Standards (NBPTS) is to establish "high and rigorous standards for what teachers should know and be able to do, to certify teachers who meet those standards, and to advance other education reforms for the purpose of improving student learning in American schools." In response to a request from the U.S. Congress, the National Research Council developed a framework for evaluating programs that award advanced-level teacher certification and applied that framework in an evaluation of the impacts of the NBPTS. Specifically, this book addresses the impacts on students, teachers, and the educational system in this country.

340pp 2008
978-0-309-12118-7(pbk) US\$45 \$72



* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

YOU FAILED YOUR MATH TEST, COMRADE EINSTEIN

Adventures and Misadventures of Young Mathematicians

edited by **M Shifman** (*William I Fine Theoretical Physics Institute, University of Minnesota, USA*)

Key Features:

- Contains captivating and challenging math problems created by Soviet mathematicians that can be solved using elementary mathematics (i.e. "mathematics before calculus")
- Unravels a bizarre page in the history of the exact sciences, i.e., the use of mathematics as a weapon of ideological control of the educational process in the USSR
- Collects works by leading mathematicians including Ilan Vardi, B Kanevsky and V Senderov

232pp Apr 2005
978-981-256-358-3 US\$118 £78
978-981-256-279-1(pbk) US\$53 £29
978-981-270-116-9(ebook) US\$153



Bestseller



EARLY CHILDHOOD ASSESSMENT

Why, What, and How?

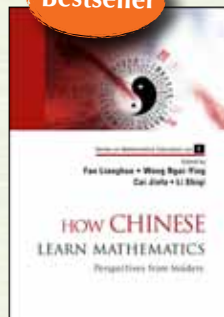
Catherine E Snow and Susan B Van Hemel, Editors, *National Research Council of the National Academies*

520pp 2008
978-0-309-12465-2 US\$59.95

Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used.

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

Bestseller



Series on Mathematics Education - Vol. 1

HOW CHINESE LEARN MATHEMATICS

Perspectives from Insiders

edited by **Fan Lianghuo** (*Nanyang Technological University, Singapore*), **Wong Ngai-Ying** (*The Chinese University of Hong Kong*), **Cai Jinfa** (*The University of Delaware, USA*) & **Li Shiqi** (*East China Normal University*)

"A noteworthy feature of the book is that eleven of the chapter authors work in mainland China ...

The edited collection is a significant contribution to the research literature and provides an important resource in the field."

Research in Mathematics Education

592pp Aug 2004
978-981-256-014-8 US\$194 £128
978-981-270-414-6(pbk) US\$98 £65
978-981-256-224-1(ebook) US\$252

READY, SET, SCIENCE!

Putting Research to Work in K-8 Science Classrooms

Sarah Michaels, Andrew W Shouse, Heidi A Schweingruber, *National Research Council*

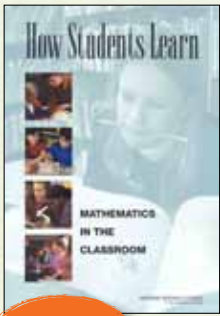
What types of instructional experiences help K-8 students learn science with understanding? What do science educators — teachers, teacher leaders, science specialists, professional development staff, curriculum designers, school administrators — need to know to create and support such experiences?

Ready, Set, Science! is filled with classroom case studies that bring to life the research findings and help readers to replicate success. Most of these stories are based on real classroom experiences that illustrate the complexities that teachers grapple with every day. They show how teachers work to select and design rigorous and engaging instructional tasks, manage classrooms, orchestrate productive discussions with culturally and linguistically diverse groups of students, and help students make their thinking visible using a variety of representational tools.

220pp 2007
978-0-309-10614-6(pbk) US\$22.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.





Bestseller

HOW STUDENTS LEARN

Mathematics in the Classroom

M Suzanne Donovan and John D Bransford, Editors, Committee on How People Learn: A Targeted Report for Teachers, National Research Council

How Students Learn: Mathematics in the Classroom builds on the discoveries detailed in the best-selling *How People Learn*. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness.

This book show how to overcome the difficulties in teaching math to generate real insight and reasoning in math students. It also features illustrated suggestions for classroom activities.

272pp 2005
978-0-309-08949-4 (pbk) US\$34.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

HOW STUDENTS LEARN

Science in the Classroom

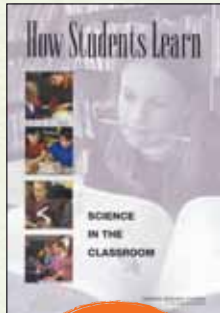
M Suzanne Donovan and John D Bransford, Editors, Committee on How People Learn: A Targeted Report for Teachers, National Research Council

"The latest research results in How Students Learn have changed my life as a teacher and a learner. Now it is up to me to pass on the word. Read it. Learn, and then creatively change."

Teri Cosentino

Grades 3-6 science teacher, Science Scope

How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling *How People Learn*. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness.



Bestseller

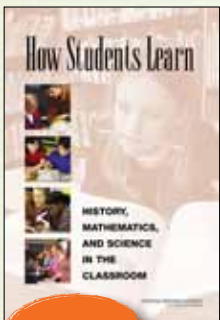
264pp 2005
978-0-309-08950-0 (pbk) US\$34.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

HOW STUDENTS LEARN

History, Math, and Science in the Classroom

Committee on How People Learn, A Targeted Report for Teachers, Center for Studies on Behavior and Development, National Research Council



Bestseller

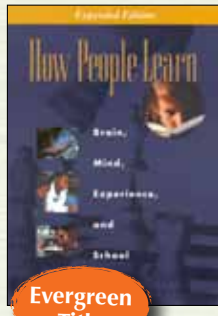
"The authors provide detailed explanations of how they developed successful curricula and teaching approaches, with strategies that serve as models for curriculum development and classroom instruction. For teachers, administrators, curriculum designers, teacher educators, and parents."

BOOK NEWS, Inc.

Organized for utility, the book explores how the principles of learning can be applied in teaching history, science, and math topics at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction.

632pp 2005
978-0-309-07433-9 US\$54.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.



Evergreen Title

HOW PEOPLE LEARN

Brain, Mind, Experience, and School Expanded Edition

Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, National Research Council

"How People Learn is an important book, which may, in time, become a classic. One of the committee's accomplishments is that it has created a highly readable synthesis across different fields of study. The authors have transcended the coded vocabulary that so often characterizes insular communities of scholars. ... each chapter is a well-written, engaging, and thoughtful summary of research... We commend How People Learn to everyone who is engaged in the work of education, broadly construed."

Education, Communication and Information

384pp 2000
978-0-309-07036-2(pbk) US\$24.95

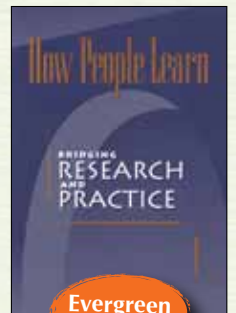
* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

HOW PEOPLE LEARN

Bridging Research and Practice

M. Suzanne Donovan, John D. Bransford, and James W. Pellegrino, Editors; Committee on Learning Research and Educational Practice, National Research Council

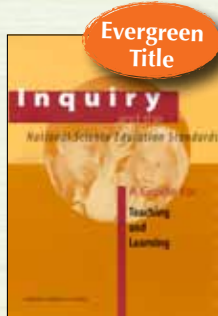
The committee identifies teachers, or classroom practitioners, as the key to change, while acknowledging that change at the classroom level is significantly impacted by overarching public policies. *How People Learn: Bridging Research and Practice* highlights three key findings about how students gain and retain knowledge and discusses the implications of these findings for teaching and teacher preparation. The highlighted principles of learning are applicable to teacher education and professional development programs as well as to K-12 education. The research-based messages found in this book are clear and directly relevant to classroom practice. It is a useful guide for teachers, administrators, researchers, curriculum specialists, and educational policy makers.



Evergreen Title

384pp 1999
978-0-309-06536-8 (pbk) US\$21

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.



Evergreen Title

INQUIRY AND THE NATIONAL SCIENCE EDUCATION STANDARDS

A Guide for Teaching and Learning

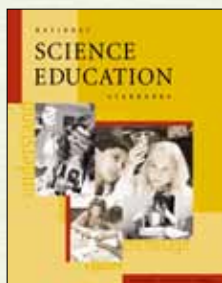
Steve Olson and Susan Loucks-Horsley, Editors; Committee on the Development of an Addendum to the National Science Education Standards on Scientific Inquiry, National Research Council

"This is a high-quality resource that effectively addresses the concepts, strategies, advantages and pitfalls of inquiry or investigative teaching of science ... the use of tables in this material is particularly effective. ... The material makes a strong effort to elucidate inquiry concepts clearly, to lessen any sense of apprehension in readers less familiar with this approach. The prose is well-crafted and very readable. The uncluttered and elegant graphic design mirrors that of the NSES, and makes this material inviting and visually engaging. ... Inquiry and the National Science Education Standards is the best introduction and overview to inquiry-based science teaching and learning available."

Horizon Research, Inc., TE-MAT (Teacher Education Materials) Project

224pp 2000
978-0-309-06476-7(pbk) US\$29.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.



NATIONAL SCIENCE EDUCATION STANDARDS

National Committee on Science Education Standards and Assessment, National Research Council

"An important contribution."

M Evans, SUNY Empire State College, CHOICE

Americans agree that our students urgently need better science education. The Standards offers a coherent vision of what it means to be scientifically literate, describing what all students should understand and be able to do in science. The volume reflects the principles that learning science is an inquiry-based process, that science in schools should reflect the intellectual traditions of contemporary science, and that all Americans have a role in science education reform.

272pp 1996
978-0-309-05326-6(pbk) US\$19.95

* Published by National Academy Press, USA and distributed by World Scientific Publishing Co.

Popular Science / General Interest

TREFETHEN'S INDEX CARDS

Forty Years of Notes about People, Words and Mathematics

by Lloyd N Trefethen (Oxford)

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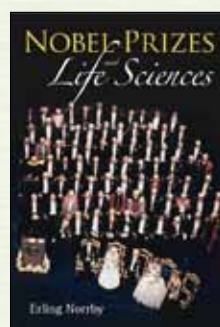
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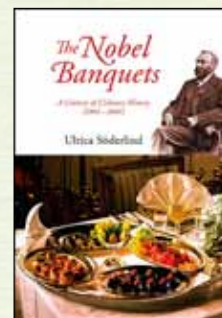
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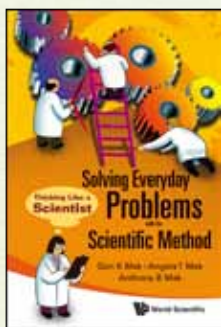
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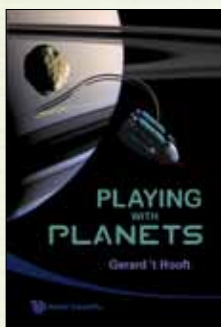
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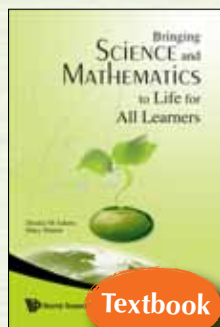
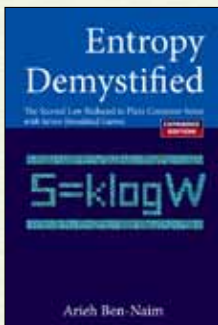
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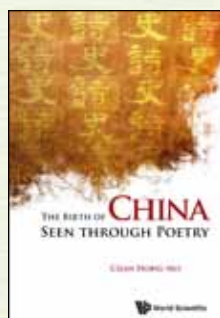
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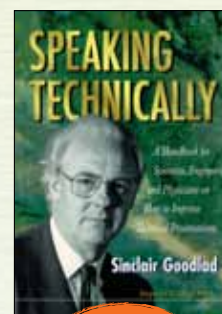
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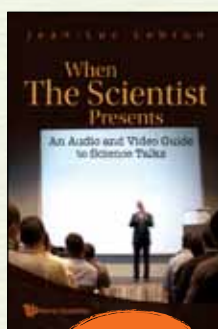
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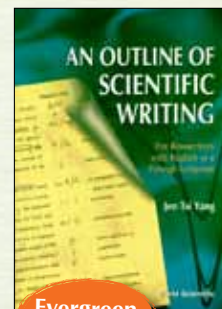
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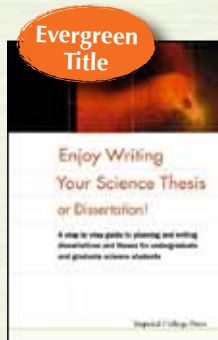
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