Welcome

Welcome to the University of Central Florida (UCF) and the 2014 Information Fluency (IF) Conference. We are honored that you are joining us and look forward to your active participation in the 4th annual IF conference.

UCF is the nation’s second largest university with 59,740 students enrolled in 12 colleges offering 211 degree programs. The university employs 11,078 faculty, staff, and administrators. Forty-eight percent of UCF students graduated without educational debt in 2013 and the university awarded more than 15,000 degrees.

The main campus is 1,415 acres and one-third of that space is managed for conservation. UCF also has nine regional campuses and five regional locations including the Center for Emerging Media, the Executive Development Center, the Florida Solar Energy Center, the Health Sciences Campus at Lake Nona, and the Rosen College of Hospitality Management. UCF celebrated its 50th anniversary in 2013 and we are looking forward to the next 50 years.

The theme for the 2014 Information Fluency Conference is *The Age of New Media: Literacy in the 21st Century*. In our daily lives we are always-already immersed in a media rich environment, be it in the form of images, sounds or texts, and the proliferation of new media has not only changed our perception, but also the ways in which we navigate the world. Without a doubt, the ever-changing array of digital technologies has a tremendous and continuous impact on our concepts of literacy.

In his book, *The Language of New Media*, Lev Manovich identified five key principles that work to define and describe the development of new media over time: numerical representation, modularity, automation, variability and cultural transcoding (44). Each term represents a quality shared by all types of media and in beginning to understand what new media is and how it functions, we effectively work towards achieving deeper, more complex literacies appropriate for the 21st century.

During the 2014 IF conference we will examine the following questions: What is new media? Why is the concept of new media worthy of an academic discussion? What are the effects of new media on literacy, particularly within higher education? In what ways can we focus on interdisciplinary approaches...
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to information fluency? We look forward to the many presentations, discussions, and opportunities to learn.

As with all conferences, an important part is networking with colleagues from around the country. To accommodate this aspect we have planned an opening reception and poster presentations on the first day of the conference. We are also providing a space during lunch where we can gather and network together. Purchase your lunch at one of the eateries in the student union and then join us in Garden Key, room 221.

We are very grateful for those from other colleges and universities who serve on our program committee, as well as those from UCF who help us in making this conference a reality. Appreciation is also extended to the Office of the Provost and Executive Vice President, the Office of Undergraduate Studies, the Karen L. Smith Faculty Center for Teaching and Learning, the UCF Student Union, and the Office of Continuing Education.

Need Assistance?
The conference chairs are available throughout the conference to assist you.

Martha Marinara, Ph.D.
Conference Chair
Director, Office of Information Fluency
Associate Professor, Writing & Rhetoric
University of Central Florida
Editor, Journal of Information Fluency

Hank Lewis, MBA
Conference Chair
Coordinator, Office of Information Fluency
University of Central Florida
Managing Editor, Journal of Information Fluency

2014 Information Fluency Conference

Marci Mazzarotto, MA
Program Chair
Graduate Research Assistant, Office of Information Fluency
Ph.D. student, Texts & Technology
University of Central Florida
Adjunct Instructor
Seminole State College of Florida

Keynote Speaker
James Paul Gee
Mary Lou Fulton Presidential Professor of Literacy Studies, Division of Curriculum and Instruction, Mary Lou Fulton College of Education, Arizona State University (ASU)

James Paul Gee is a member of the National Academy of Education. His book Sociolinguistics and Literacies (1990, Third Edition 2007) was one of the founding documents in the formation of the "New Literacy Studies", an interdisciplinary field devoted to studying language, learning, and literacy in an integrated way in the full range of their cognitive, social, and cultural contexts. His book An Introduction to Discourse Analysis (1999, Third Edition 2010) brings together his work on a methodology for studying communication in its cultural settings, an approach that has been widely influential over the last two decades.

Dr. Gee's most recent books deal with video games, language, and learning. What Video Games Have to Teach Us About Learning and Literacy (2003, Second Edition 2007) argues that good video games are designed to enhance learning through effective learning principles supported by research in the Learning Sciences. Situated Language and Learning (2004) places video games within an overall theory of learning and literacy and shows how they can help us in thinking about the reform of schools. Current books include Good Video Games and Good Learning: Collected Essays (2007), Women and Gaming: The Sims and 21st Century Learning (2010), Language and Learning in the Digital Age (2011), The Routledge Handbook of Discourse Analysis (2012), and
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The Anti-Education Era: Creating Smarter Students through Digital Learning (2013). He has published widely in journals in linguistics, psychology, the social sciences, and education and is on the editorial board of Anthropology and Education Quarterly, International Multilingual Research Journal, Journal of Educational Psychology, and Reading Research Quarterly.

Dr. Gee was awarded the highest faculty honor at ASU by being named a Regent’s Professor for his pioneering research into the linguistic, cognitive, and sociocultural foundations of learning and literacy, with a recent emphasis in digital media.

Conference Sponsors

We are appreciative of those who assisted in bringing our keynote speaker to the University of Central Florida for the 2014 Information Fluency Conference.

2014 Information Fluency Conference

WEDNESDAY, FEBRUARY 26

7:30 AM – 8:30 AM  Registration, Coffee & Conversation
UCF Student Union, 3rd Floor
Cape Florida Pre-Function Area

8:45 AM – 10:20 AM  Concurrent Sessions

Cape Florida, Room 316A – Facilitator: Meg Scharf
8:45 AM – 9:30 AM  Online Library Tools in the LMS: It’s All About Context
Thomas Cavanagh, Athena Hoeppner & Shea Silverman, University of Central Florida
Online and on-campus students at the University of Central Florida enjoy access to a rich collection of digital library holdings. However, online students previously needed to navigate between the learning management platform and myriad library discovery platforms in order to complete coursework involving online articles, e-books, and databases. Faculty likewise faced an array of library platforms, with the added difficulty of problematic and inconsistent options for creating persistent links to library content for use in the Learning Management System (LMS). Working collaboratively, UCF’s Library and the Center for Distributed Learning developed two innovative embedded integrations between Canvas and library services: the Library Tools resource page, and the OneSearch Lite tool. Both have been extremely successful since implementation.

Olha Ketsman, University of Nebraska-Lincoln
The age of new media brings benefits not only for the economy, business and international relations but also for education. Research states that traditional skills of information gathering and storing together with the mere learning of facts is no longer sufficient in order to live, learn and work. Foreign language classrooms can benefit from pedagogically sound technology-enhanced multimedia teaching due to the nature of language instruction. This presentation reports on the effective ways of learning a new language and culture in the 21st century digital society using new media tools incorporated in the pedagogically sound instruction.
Cape Florida, Room 316B – Facilitator: Kelvin Thompson
8:45 AM – 9:30 AM
Just-In-Time to Adopt an App (Mobile Learning)
Luke Bennett & Sue Bauer, University of Central Florida
Just like the adoption of any new technology, instructors need fast and accurate support to analyze and implement an appropriate mobile application into their curriculum. Even when you find a great app, there are many factors to consider such as cost, device selection, availability, security, sustainability, and accessibility. Thoughtful planning and implementation is also very important to the adoption and sustainability of these apps for use in a typical classroom. Join us to see how UCF’s Instructional Design Team has created a “just-in-time” web checklist to support faculty interested in adopting an app into their curriculum delivery or teaching administrative practices.

9:35 AM – 10:20 AM
Visual Literacy: Study and Teaching in Academic Institutions
Barbara Blummer, Center for Computing Sciences
The ubiquitousness of images in the digital era highlights the importance of individuals’ visual communication skills in the 21st Century. We conducted a literature review of the study and teaching of visual literacy in academic institutions to illustrate best practices for imparting these skills in students. We utilized a variety of keywords and limited the results to material published after 1999, to capture items that underscored digital aspects of visual literacy. We focus on the use of new media to enhance students’ visual literacy skills.

10:40 AM – 12:00 PM Welcome and Keynote Address
Cape Florida, Room 316CD
Welcome
Martha Marinara, Ph.D., Director, Office of Information Fluency, Undergraduate Studies & Associate Professor, Writing & Rhetoric, College of Arts & Humanities, University of Central Florida
Introduction of Keynote Speaker
Elizabeth Wardle, Ph.D., Professor and Chair, Writing & Rhetoric, College of Arts & Humanities, University of Central Florida

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Keynote Address

Literacy for the End Times
James Paul Gee, Arizona State University
The world today faces massive problems from the interaction of complex systems into which humans have intervened with unbridled stupidity. We live amidst massive inequality, global climate change, out of control casino capitalism, broken politics, and toxic food and yet worry about beating the Chinese in algebra. Our media, politicians, and voters regularly disdain evidence in the service of ideology, but we debate STEM standards in schools. My talk will be about what to do with our new digital toys while we wait for the end—or maybe forestall it.

12:05 PM – 1:15 PM Lunch
Garden Key, Room 221
Participants are responsible for purchasing their own lunch. Tables are set up in room 221 so IF Conference participants may eat lunch together.

1:20 PM – 2:55 PM Concurrent Sessions
Cape Florida, Room 316A – Facilitator: Rebekah McCloud
1:20 PM – 2:05 PM Now That You Have Made a Great Video, How Do You Know if Anyone is Learning from It?
Claudia J. Dold, University of South Florida
Video offers a wide range of benefits as a useful teaching tool, and librarians are using it to make all kinds of information available. I have created two series of videos at my university library concerning library and research skills: one for undergraduates and the other for graduates. This semester, I undertook two studies to determine whether students use the videos. One study was a pretest/posttest for which the intervention was a link to the short undergraduate video series. That series provided all the answers to the ten-question pretest-posttest survey. The other study was a survey that solicited responses about student use of and comments about the graduate videos. I will discuss the results of my research and the implications for librarians, faculty, and students with emphasis key questions: What are the effects of new media on literacy, particularly within higher education? In what ways can we focus on interdisciplinary approaches to information fluency?
2:10 PM – 2:55 PM
Technical Communication Students as Advocates for Disenfranchised Users in the Age of New Media
Madelyn Flammia, University of Central Florida
As information on health care and other social concerns becomes widely available online, technology has great potential to increase the quality of life for older users and for persons with disabilities. However, these user groups together with non-native speakers are also at risk of being disenfranchised in the digital age. The presentation will begin by discussing current research that addresses the challenges faced by these groups and means for overcoming these challenges. The presenter will then go on to suggest ways to integrate this content into a technical communication course with particular emphasis on structuring service-learning and virtual team projects in which students can put their newly developed understanding into practice.

Musing on Morphing: Reflections on Teaching and Learning through Second Life and Facebook
Carolyne Ali-Khan & John Wesley White, University of North Florida
Can Facebook and Second Life be viable spaces for formal education? How have they already been used and what questions does this raise? Recognizing that the 21st century has already plunged us all headlong into a tweeted, videoed, simulacra filled cyberspace, we, as researchers and teacher educators, invite you to join us as we examine the brave new world of digital doppelgangers and cyberselves in education.

2:10 PM – 2:55 PM
Changing it Up: Using Word Clouds Instead of Linear Text to Elicit Critical Thinking in Online Discussions
Aimee deNoyelles & Beatriz Reyes-Foster, University of Central Florida
By presenting linear text in a non-linear fashion, word clouds challenge students to make connections between concepts, ideas, and key terms without preconceived notions about the original text. This research project builds on the work of others who have studied critical thinking in asynchronous discussions and have found that critical thinking was enhanced when students had to analyze word clouds in a discussion forum, versus a traditional question and answer format. We applied this pedagogical strategy to an anthropology course and rigorously measured critical thinking through content analysis of student discussion posts. In this presentation, preliminary findings will be shared that begin to fill in this knowledge gap and propose implications to advance the field of online pedagogy.

3:10 PM – 4:40 PM
Panel Presentations

Creating a Virtual Health Sciences Library for the 21st Century: From Vision to National Leader
Nadine Dexter, Deedra Walton, Shalu Gillum, Michael Garner, Pamela Herring & Kerry McKee, University of Central Florida
Do you ever have those “I wish...If only...If we could have...” thoughts about your library? What would you do if you had the opportunity to create a new library? Come hear from librarians who have done just that! Join the library faculty from the UCF College of Medicine Harriet F. Ginsburg Health Sciences Library as they share their story of creating a 98% virtual library (with a goal of being 100%) and implementing the library’s iPad initiative for the College of Medicine.

Current Status of MOOC: Its Research Implications and Business Models for Higher Education
Tadayuki Hara & Patsy Moskal, University of Central Florida
The University of Central Florida, in partnership with Canvas Network, launched two MOOC courses in 2013. One of the MOOCs introduces students to tourism as an industry and 500 students registered for the class. 125 students completed the first quiz and 100 of those students completed a demographic survey which revealed a high level of diversity in geographic locations, gender, academic attainments, and motivation of students. Data analysis revealed highly different characteristics of the student body form traditional classes and online students. This presentation will include a description of the course, results of the survey, and include a facilitated discussion of MOOCs. Join us in discussing the future direction of MOOCs, dissemination of information and available platforms, quality of education, accreditation, and funding.
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4:45 PM – 6:00 PM Reception and Poster Presentation

Cape Florida, Room 316CD Posters

Creating YouTube and Podcast Assignments: Using New Media to Promote Information Fluency
Ray Bailey & Gina Gonzalez, Morehead State University
Since students are required to demonstrate research skills and information literacy as part of their multimedia projects, this approach exemplifies the theme of “The Age of New Media: Literacy in the 21st Century.” In short, these YouTube and podcast assignments utilize “new” media to reemphasize the importance of “old” skills such as locating and evaluating credible sources of information.

Using Infographics to Teach Information Literacy
Ariana Santiago, University of Iowa
Do infographics have a place in higher education? Creating an infographic requires multiple information literacy skills, including finding data, interpreting information, and visual literacy. This poster session will share how infographics can be used as tools for students to learn and practice information literacy skills.

The Flipped Library Classroom: Benefits of Using New Media in Information Literacy Instruction
Karli Mair, Rene Cole Montgomery & Rachel Mulvihill, University of Central Florida
For three semesters, librarians at a large research university have used the learning management system Canvas to deliver an introductory library research course online. Subsequent face to face instruction sessions are now conducted more like a workshop. Students come to the hands-on session at the point in the semester when they are beginning to compile a bibliography, and use the time to practice the skills learned in the online course. This poster will show how using new media to deliver basic skills and concepts has enabled librarians to improve the teaching of information search skills by reaching a wider audience, heightening the utility and relevance of the information, providing graduated levels of support, increasing mastery-oriented feedback, and fostering faculty-librarian collaboration.

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Teaching Copy “rights” in the Digital Age Using New Media Remix Texts
Emily Wierszewski, Seton Hill University
Technology is invisible for today’s postsecondary students, many of whom believe anything published on the web is fair to use in their own work. Remix projects can encourage these students to engage in new media literacies and think carefully about the relationship between creativity and digital rights in the design of new media texts. Remixing is a popular practice that involves building on or recombining existing material (like images, videos, sounds, or writing) to make something new—often for subversive or humorous purposes. This poster session will include classroom activities and discussions, student examples, and a student-produced rubric to illustrate how remix can be a productive tool to teach new media literacies in the postsecondary writing classroom.

Turning the Lens of Belief to the Classroom: Critical Engagement of Undergraduates with Research
Stephanie Vie, University of Central Florida
Are you the kind of person who responds to chain letter emails with a reference to Snopes.com? Then this presentation, which examines the need for greater engagement with published research, is for you! Attendees will take away an example of an activity that can be modified to fit their teaching that will help students critically assess published scholarship. This activity has relevance for any classroom that incorporates research, particularly with a focus on writing or on researched papers.

Motivation and Learning: The Value of Achievements and Narrative in Educational Game Design
Joseph Fanfarelli, University of Central Florida
Video games have proven capable of effectively enhancing learning and learner motivation. However, depending on the specific design choices made during and prior to development, the game's effectiveness can fail to meet expectations, resulting in a waste of the additional resources spent in developing a game over those used in traditional instruction. This poster will present a study in progress that seeks to establish more consistent design principles, examining the roles of narrative and achievements on the effectiveness of a two-dimensional platformer educational video game.
This study sought to find not only what a user perceives while using different navigational styles, but also how those perceptions affect the user's overall use and preference of the navigational styles on a mobile platform. The objective was to determine how aesthetic of navigational style affects the user's perception of ease of use, information quality, engagement and visual preference. The resulting data proved that aesthetic of navigational style does have an effect on participants' perceptions, warranting further research.

Critical Play
Geography/Design: Game-based Urban Landscapes through Creative and Collaborative Play
Kimberly Voss & Lance Speere, University of Central Florida
This presentation is centered on academics using social media to promote social media and professional practices will be explored online to think about the potential to create new models for teaching and learning that can be critical of the existing social media landscape. By engaging with the urban environment and developing new models for engagement, educators and students will be able to create more effective and immersive learning experiences.

Using MATLAB Generated Video Illustrations for Engineering Teaching
Lei Wei, Baiyun Chen, HuiHui Li & Tim Reid, University of Central Florida
Teaching signal waveform manipulation is one of the most challenging teaching assignments for engineering instructors. In this project, the instructor designed an engineering course, EEL3552C (Analog and Digital Communication), and developed a series of short video demonstrations featuring MATLAB-generated video illustrations that were used to illustrate key concepts in the course.

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2014 Information Fluency Conference

Illustrations using MATLAB to explain complicated signal waveform concepts. The presenters will showcase these video illustrations and share student feedback with conference participants.

9:35 AM – 10:20 AM
Copyright in the Age of Digital Dissertations: Helping Graduate Students Navigate the “Terrain”
Rebecca Durney & Merilyn Burke, University of South Florida
In the transformation from print to electronic formats for thesis and dissertations, the need for copyright information and use has become a critical issue for graduate students. In the past, all dissertations were printed and bound, then sent to exile in the library stacks but recently there has been a shift in format from paper to digital. Universities are now requiring students in certain STEM fields to publish articles in scholarly or peer-reviewed journals prior to the completion of the dissertation and in the process of publication, the students must relinquish their copyrights in order to allow journals to publish their articles. This session will discuss the need for information literacy concerning copyright.

10:35 AM – 12:10 PM Concurrent Sessions

Cape Florida, Room 316A -- Facilitator: Baiyun Chen
10:35 AM – 11:20 AM
Assessing and Supporting ICT Literacy Skills in Blended and Online Courses at a Community College
Kristin Heathcock & Richard Senker, Hillsborough Community College
How do you know if your students have the necessary ICT literacy skills to be successful in your online and blended courses? How do you assess and address their needs if they don’t? Come participate in this interactive session about how one community college assesses student ICT literacy and provides support to improve information literacy skills for these students.

11:25 AM – 12:10 PM
ELCOT: Evolving Libraries and Media Centers into Experiential Learning Centers of Tomorrow
Glenda Gunter, University of Central Florida & Robert Kenny, Florida Gulf Coast University
In this session, the presenters will focus on the “momentum” occurring in shared, experiential learning environments. Recently, libraries and school media centers have been under considerable pressure due to class size amendments and aggravated by the fact that media specialists no longer require an advanced degree for them to receive a state endorsement. All of this is happening at a time when the definition of what it means to be ‘literate’ is changing dramatically. To provide developmental opportunities, schools and other educational agencies must embrace those means to support participatory, digitally mediated learning. Presenters will share evidence-based successes in their attempts to seek ways in which media specialists can be the catalyst to teach with digital tools and construct learning commons in their schools. This presentation will provide a current ‘environmental scan’ of the challenges and opportunities facing libraries and media centers and offer research-based solutions that were derived from a recent series of research-based program reviews developed and administered by their students.

Cape Florida, Room 316 B – Facilitator: Hank Lewis
10:35 AM – 11:20 AM
What’s Up Doc? Documentary Films as Pathways to Explore Global Issues & Improve Media Literacies
Carrie Dunham-LaGree, Drake University
This session will demonstrate the effectiveness of using documentary films to explore global issues and develop the media literacy skills of undergraduates. By sharing her experiences teaching a three-credit documentary film course that satisfies the university’s information literacy general education requirement, the presenter will detail the evolution of the course from one initially more focused on information literacy to one that now also emphasizes global citizenship and media literacy. Participants will experience elements of the course from a student perspective, as well as view finished examples of student work. A list of films and assignments will be provided to participants.

11:25 AM – 12:10 PM
Using Games to Foster, Develop, and Assess 21st Century Literacy Skills
Michelle Kepple, University of Central Florida
The presentation will include a review of qualitative and quantitative research on educational games and make recommendations on incorporating this dynamic instructional strategy into practice. Examples will be presented that can be used at various educational levels.
2014 Information Fluency Conference

12:15 PM – 1:30 PM  Lunch

Garden Key, Room 221
Participants are responsible for purchasing their own lunch. Tables are set up in room 221 so IF Conference participants may eat lunch together.

1:30 PM – 3:05 PM  Concurrent Sessions

Cape Florida, Room 316A – Facilitator: Marci Mazzarro
1:30 PM – 2:15 PM  
Implementing Multi-Touch Technologies to Improve STEM Education
Olha Ketsman, University of Nebraska-Lincoln (presenting), Carolina Ilie, Mark Potter, David Vampola & Damian Schofield, State University of New York at Oswego
Advancements in technology have opened multiple doorways to build new teaching and learning methods. Through conjunctive use of these technologies and methods, a classroom can be enriched to stimulate and improve student learning. STEM fields are a few of many areas which have the ability to benefit from a number of different teaching styles and sophisticated instructional tools due to it having both theoretical and practical applications which can be explored. The purpose of this research is to develop and implement affordable large scale multi-touch interfaces which can be used within and outside of the classroom as both an instruction technology and a computer supported collaborative learning tool.

2:20 PM – 3:05 PM  
Using a Digital Clinical Experience for an Online Classroom: Identifying Challenges of New Media
Linda Gibson-Young, University of Central Florida
This presentation will describe an educational, fun, and innovative teaching strategy inspired by challenges from online nursing education. We will identify a digital clinical experience for an online advanced health assessment classroom, and discover ways to integrate class objectives plus learning opportunities. This digital clinical experience examines the complex, and intriguing health of a 28 year-old patient and, by experience, students are quickly fascinated. We will address challenges for faculty utilizing new media, and describe options to alleviate potential student concerns.

1:30 PM – 3:05 PM  Concurrent Sessions

Cape Florida, Room 316B – Facilitator: Aimee deNoyelles
1:30 PM – 2:15 PM  
Educating Digital Millennials: New Media Literacy, Production, and Reflection
Donald Snyder, University of Maryland Baltimore County
Media literacy is an essential component of a liberal arts education for students preparing for the responsibilities and opportunities of work, citizenship, leisure, and consumerism in the 21st century. How might we utilize the new media technologies our students grew up with as a way of challenging them to enhance, reflect upon, and demonstrate the knowledge they are gaining as undergraduates? The Media and Communication Studies Department at the University of Maryland Baltimore County (UMBC) recently initiated a Media Literacy course featuring a separate but integrated lab that introduces basic skills of multi-modal media production. The current presentation documents the experience of designing the lab and teaching new media literacy to our students, sharing successful examples of digital assignments and increased student engagement.

2:20 PM – 3:05 PM  
New Media and New Literacies in a Graduate Online Course
Vicky Zygouris-Coe & Lourdes Smith, University of Central Florida
The purpose of this presentation is to explore the Flipboard tool and how it is being used in a graduate level, reading development course, to emphasize literacy, information fluency, and digital literacy skills. Flipboard is an online, personalized app or "magazine" that students can use for content curation on
conclude by presenting a badging decision making taxonomy that instructors can use when considering how to implement badges into their own online courses.

Cape Florida, Room 316B – Facilitator: Hank Lewis
Political Perceptions and Social Media: Preparing Students to be Critical Consumers of New Media
Madey Flammia & Houman Sadri, University of Central Florida
Public opinion and the participation of citizens in a democratic government are closely tied to the media, particularly new communication technologies. Students need to understand the role of both traditional mass media outlets and new media in shaping public participation in our society. This presentation examines ways to prepare students to become critical consumers of information presented via social media outlets, particularly of information related to political issues. The presenters will share creative assignments and projects that they use to develop students’ information fluency and critical thinking skills as they relate to social media outlets.

Journal of Information Fluency
The current edition is available at www.if.ucf.edu. Click on the journal logo and then on “Current Journal.” All of the authors in the current issue are presenting at the 2014 Information Fluency Conference.

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