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Learning Through Practice Blended Learning in Practice Deep Learning in Practice Learning Communities In Practice Action Learning in Practice Practice, Learning and Change Action Learning in Practice Practice-Based Education The Theory & Practice of Learning Understanding Applied Learning Learning to Learn Deep Learning for Coders with fastai and PyTorch Understanding Practice Integrative Learning Learner Managed Learning Learning in Landscapes of Practice Reflective Learning in Practice Learning and Practice Learning Through Practice Deep Learning and Practice with MindSpore Experiential Learning Learning Power in Practice Reflection in Learning and Professional Development Changing Practices, Changing Education Reflective Learning Connecting Policy and Practice Transformative Learning in Practice Communities of Practice Practice Learning and Teaching Power to Teach Beyond Reflective Practice Learning Engineering Practice Accelerated Learning in Practice Learning and Teaching in Social Work Practice Reflective Practice For Teaching In Lifelong Learning Evaluating e-Learning Developing Reflective Practice The Body in Professional Practice, Learning and Education Learning Outside the Classroom Leading Professional Practice in Education

Learning Through Practice *2010-06-02*

practice based learning the kind of education that comes from experiencing real work in real situations has always been a prerequisite to qualification in professions such as medicine however there is growing interest in how practice based models of learning can assist the initial preparation for and further development of skills for a wider range of occupations rather than being seen as a tool of first time training it is now viewed as a potentially important facet of professional development and life long learning this book provides perspectives on practice based learning from a range of disciplines and fields of work the collection here draws on a wide spectrum of perspectives to illustrate as well as to critically appraise approaches to practice based learning the book s two sections first explore the conceptual foundations of learning through practice and then provide detailed examples of its implementation long standing practice based approaches to learning have been used in many professions and trades indeed admission to the trades and major professions e g medicine law accountancy can only be realised after completing extended periods of practice in authentic practice settings however the growing contemporary interest in using practice based learning in more extensive contexts has arisen from concerns about the direct employability of graduates and the increasing focus on occupation specific courses in both vocations and higher education it is an especially urgent issue in an era of critical skill shortages rapidly transforming work requirements and an aging workforce combined with a looming shortage of new workforce entrants we must better understand how existing models of practice based learning are enacted in order to identify how they can be applied to different kinds of employment and workplaces the contributions to this volume explore ways in which learning through practice can be conceptualised enacted and appraised through an analysis of the traditions purposes and processes that support this learning including curriculum models and pedagogic practices

Blended Learning in Practice *2019-04-09*

a guide to both theory and practice of blended learning offering rigorous research case studies and methods for the assessment of educational effectiveness blended learning combines traditional in person learning with technology enabled education its pedagogical aim is to merge the scale asynchrony and flexibility of online learning with the benefits of the traditional classroom content rich instruction and the development of learning relationships this book offers a guide to both theory and practice of blended learning offering rigorous research case studies and methods for the assessment of educational effectiveness the contributors to this volume adopt a range of approaches to blended learning and different models of implementation and offer guidelines for both researchers and instructors considering such issues as research design and data collection in these courses instructors addressed problems they had noted in traditional classrooms attempting to enhance student engagement include more active learning strategies approximate real world problem solving and reach non majors the volume offers a cross section of approaches from one institution georgia tech to provide both depth and breadth it examines the methodologies of implementation in a variety of courses ranging from a first year composition class that incorporated the video game assassin s creed ii to a research methods class for psychology and computer science students blended learning will be an essential resource for educators researchers administrators and policy makers contributors joe bankoff paula braun mark braunstein marion l brittain timothy g buchman rebecca e burnett aldo a ferri bonnie ferri andy frazee mohammed m ghassemi ashok k goel alyson b goodman joyelle harris cheryl hiddleson david joyner robert s kadel kenneth j knoespel joe le doux amanda g madden lauren margulieux olga menagarishvili shamim nemati vjollca sadiraj donald webster

Deep Learning in Practice *2021-12-01*

deep learning in practice helps you learn how to develop and optimize a model for your projects using deep learning dl methods and architectures key features demonstrates a quick review on python numpy and tensorflow fundamentals explains and provides examples of deploying tensorflow and keras in several projects explains the fundamentals of artificial neural networks anns presents several examples and applications of anns learning the most popular dl algorithms features explains and

provides examples for the dl algorithms that are presented in this book analyzes the dl network s parameter and hyperparameters reviews state of the art dl examples necessary and main steps for dl modeling implements a virtual assistant robot var using dl methods necessary and fundamental information to choose a proper dl algorithm gives instructions to learn how to optimize your dl model in practice this book is useful for undergraduate and graduate students as well as practitioners in industry and academia it will serve as a useful reference for learning deep learning fundamentals and implementing a deep learning model for any project step by step

Learning Communities In Practice 2008-10-26

most would agree that a learning community of practice cultivates social and intellectual development in educational settings but what are the other benefits and what does a learning community actually look like in practice this book explores such questions as are learning communities essential in education how are they designed and developed what difference do they make in learning the book contains contributions of educators who share their research and practice in designing and implementing learning communities in school university and professional network settings it presents their experiences and the how to of these educators who are passionate about building and sustaining learning communities to make a real difference for students teachers faculty and communities combining scholarly and practitioner research the book offers practical information to teachers school and university administrators teacher educators and community educators

Action Learning in Practice *2016-03-23*

previous editions of action learning in practice established this authoritative overview of action learning around the world over the last decade the move towards action based organizational learning and development has accelerated and action learning is now an established part of the education and development mainstream in large and small organizations fully revised and updated this fourth edition covers the origins of action learning with reg revans ideas and looks at their development and application today action learning is self directed learning through tackling business and work problems with the support of peers and colleagues a professional and diverse workforce attracted influenced and developed in this way is more able to deal effectively with the growing complexity and pressures of working life as the limits of conventional training and development become more obvious leaders are increasingly attracted to action based approaches to learning when seeking better outcomes and returns on investment

Practice, Learning and Change *2012-06-25*

the three concepts central to this volume practice learning and change have received very different treatments in the educational literature an oversight directly confronted here while learning and change have been extensively theorised their various contexts articulated and analysed practice is notably underrepresented where much of the literature on learning and change takes the notion of practice as an unexamined given its co location as a term with various classifiers as in legal practice and teaching practice render it curiously devoid of semantic force in this book practice is the super ordinate organising idea drawing on what has been termed the practice turn in contemporary theory the work develops a conceptual framework for researching learning in and on practice it challenges received notions of practice questioning the assumptions elisions conflations and silences on the subject in so doing it offers fresh insights into learning and change and how they relate to practice in tandem with this conceptual work the book details site ontological studies of practice and learning in diverse professional and workplace contexts examining the work of occupations as various as doctors chefs and orchestral musicians it demonstrates the value of theorising practice learning and change as well as exploring the connections between them amid our evolving social and institutional structures

Action Learning in Practice *2011*

previous editions of this book established themselves as authoritative overviews of action learning practice around the globe given the increase in action learning activity since this book last appeared the demand for an up to date edition has grown whilst chapters on action learning are now obligatory in every collection on leadership and management development there is still no competing specialist work of this nature

Practice-Based Education 2013-02-11

practice based education perspectives and strategies this book draws on the collective vision research scholarship and experience of leading academics in the field of practice based and professional education it presents multiple perspectives and critical appraisals on this significant trend in higher education and examines strategies for implementing this challenging and inspiring mode of learning teaching and curriculum development eighteen chapters are presented across three sections of the book contesting and contextualising practice based education practice based education pedagogy and strategies the future of practice based education

The Theory & Practice of Learning *2003*

the theory and practice of learning explores the basic theories of learning how they have developed and how they can be put into practice

Understanding Applied Learning *2017-07-28*

understanding applied learning enables teachers lecturers and educators to facilitate applied learning effectively with learners in schools colleges and universities it introduces teachers to the concept of applied learning in practice cutting across any vocational and academic divide to show how this approach supports high quality and effective outcomes for learners applied learning prepares and equips learners for life in the twenty first century and lifelong learning offering practical guidance on why and how to adopt applied learning in all post primary settings this practical resource introduces and explores the core concepts practices and benefits of using this approach illustrated with real life scenarios it examines why applied learning is relevant today how it enables learners to connect knowledge with new situations how to navigate and solve intellectual and skills based problems and how to work collaboratively and develop higher level thinking skills key topics covered include a range of applied learning theories and strategies relevant engaging active learning real for successful knowledge and skills development the relevance of applied learning to employers overcoming issues in embedding applied learning approaches how to embed creativity into learning experiences understanding applied learning is an authoritative down to earth guide to facilitate applied learning effectively and successfully with students in secondary schools colleges and universities it is a source of support and inspiration for all those committed to high quality and effective outcomes for learners

Learning to Learn 2014-04-28

learning to learn provides a much needed overview and international guide to the field of learning to learn from a multidisciplinary lifelong and lifewide perspective a wealth of research has been flourishing on this key educational goal in recent years internationally it is considered to be one of the key competencies needed to compete in the global economy but also a crucial factor for individual and social well being this book draws on leading international contributors to provide a cutting edge overview of current thinking on learning to learn research policy and implementation in both formal and informal learning environments but what learning to learn is exactly and what its constituting elements are are much debated issues these seem to be the crucial questions if assessment and development of this malleable side of intelligence are to be accomplished the approach of this volume is to consider a broad conception of learning to learn not confined to only study strategies or metacognition yet acknowledging the importance of such elements the book sets out to

answer five main questions what is learning to learn what are its functions and how do we assess it what does it promise to the individual and society at large how is it conceived in national curricula internationally how can it be developed in a variety of contexts the text is organized into two parts the first addresses the core question of the nature of learning to learn from a theoretical and policy viewpoint and the second presents recent research carried out in several educational systems with special attention to assessment and curriculum it gives an account of pedagogical practices of learning to learn and its role in individual empowerment from childhood to adulthood contributors also highlight the potential use of learning to learn as an organizing concept for lifelong learning school improvement and teacher training along with potential conflicts with existing incentive practices and policies this book is a vital starting point and guide for any advanced student or researcher looking to understand this important area of research

Deep Learning for Coders with fastai and PyTorch *2020-06-29*

deep learning is often viewed as the exclusive domain of math phds and big tech companies but as this hands on guide demonstrates programmers comfortable with python can achieve impressive results in deep learning with little math background small amounts of data and minimal code how with fastai the first library to provide a consistent interface to the most frequently used deep learning applications authors jeremy howard and sylvain gugger the creators of fastai show you how to train a model on a wide range of tasks using fastai and pytorch you ll also dive progressively further into deep learning theory to gain a complete understanding of the algorithms behind the scenes train models in computer vision natural language processing tabular data and collaborative filtering learn the latest deep learning techniques that matter most in practice improve accuracy speed and reliability by understanding how deep learning models work discover how to turn your models into web applications implement deep learning algorithms from scratch consider the ethical implications of your work gain insight from the foreword by pytorch cofounder soumith chintala

Understanding Practice *1996-05-31*

levine 12

Integrative Learning *2014-11-13*

current teaching learning and assessment practices can lead students to believe that courses within a programme are self sufficient and separate integrative learning explores this issue and considers how intentional learning helps students become integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions written by international contributors who engaged reflectively with their teaching and their students learning the book seeks to develop a shared language of integrative learning encouraging students to adapt skills learned in one situation to problems encountered in another and make autonomous connections across courses between experiences and throughout their lives more informed teachers can help students develop the necessary attributes for intentional learning which include having a sense of purpose fitting fragmentary information into a learning framework understanding something of their own learning processes asking probing questions reflecting on their own choices and knowing when to ask for help integrative learning draws on international research and vast studies to provide the reader with the resources to ensure access to a unified learning experience the book discusses conceptual and technical tools necessary for facilitating integrative learning across a range of disciplines as well as providing learning pedagogies and considers integrative learning in the context of the relevance of higher education in the complexity and uncertainty of the 21st century it will appeal to academics and researchers in the field of higher education as well as those generating higher education curriculums

Learner Managed Learning *2013-04-03*

a collection of essays presenting the many issues and themes related to self directed learning which uses case studies and references to demonstrate that the learner directed approach is a key ingredient for organizational and personal growth and development

Learning in Landscapes of Practice *2014-07-25*

if the body of knowledge of a profession is a living landscape of practice then our personal experience of learning can be thought of as a journey through this landscape within learning in landscapes of practice this metaphor is further developed in order to start an important conversation about the nature of practice knowledge identity and the experience of practitioners and their learning in doing so this book is a pioneering and timely exploration of the future of professional development and higher education the book combines a strong theoretical perspective grounded in social learning theories with stories from a broad range of contributors who occupy different locations in their own landscapes of practice these narratives locate the book within different contemporary concerns such as social media multi agency multi disciplinary and multi national partnerships and the integration of academic study and workplace practice both scholarly in the sense that it builds on prior research to extend and locate the concept of landscapes of practice and practical because of the way in which it draws on multiple voices from different landscapes learning in landscapes of practice will be of particular relevance to people concerned with the design of professional or vocational learning it will also be a valuable resource for students engaged in higher education courses with work based elements

Reflective Learning in Practice *2017-07-05*

this book gathers together details of seventeen case studies of learning in practice after having set the issue of reflective learning in a theoretical context the cases are drawn from a wide range of situations and discuss both apparent successes and failures the cases are used as a basis to develop general findings these general findings are expressed as themes and questions so that as readers come across new circumstances they are not limited by prescriptive recipes instead they are empowered by having both an open and focused approach open because the starting point is questions rather than answers and focused because the questions direct attention to factors that have been found to be influential for effective reflective learning the crucial factor is the ability of managers and others to extract quality learning from experience reflective learning in practice develops an approach that will help this to happen

Learning and Practice *2008-07-18*

by examining ideas about learning that transcend typical boundaries such as school workplace or home school this book emphasies the socially negotiated and embedded nature of meaning making and how learners learn to use the cognitive tools of their cultural community through participation in social activity the editors argue that this is the means by which individual agency is extended and learners identities as forms of competency are transformed the book locates sociocultural understanding in a wide theoretical frame and demonstrates its implications for learning and assessment generally covering a range of educational and workplace settings the contributions challenge ways of understanding learning and thinking about practice both teaching and assessment drawing on the international literature this book is essential reading for students of curriculum learning and assesment in all sectors from pre primary to further and higher education it is suitable as a core text for masters and taught doctorate programmes it will be of interest to a range of professionals involved with curriculum learning and the practice of teaching and assessment it is also relevant to those in work based and professional education and training and informal educational settings a unique collection in a field that is underrepresented it will also be of interest to an acadmeic audience

Learning Through Practice _2010-06-04_

this book systematically introduces readers to the theory of deep learning and explores its practical applications based on the mindspore ai computing framework divided into 14 chapters the book covers deep learning deep neural networks dnns convolutional neural networks cnns recurrent neural networks rnns unsupervised learning deep reinforcement learning automated machine learning device cloud collaboration deep learning visualization and data preparation for deep learning to help clarify the complex topics discussed this book includes numerous examples and links to online resources

Deep Learning and Practice with MindSpore _2021-08-17_

to help teachers and educators this updated edition successfully pulls together the theory and practice of learning through activity based experience and explains in detail how to implement it

Experiential Learning _2006_

offers the findings of the effective lifelong learning inventory elli research program and translates the research into the practical context of the classroom

Learning Power in Practice _2006-09-14_

first published in 2000 routledge is an imprint of taylor francis an informa company

Reflection in Learning and Professional Development 2000

this book aims to help teachers and those who support them to re imagine the work of teaching learning and leading in particular it shows how transformations of educational practice depend on complementary transformations in classroom school and system level organisational cultures resourcing and politics it argues that transforming education requires more than professional development to transform teachers it also calls for fundamental changes in learning and leading practices which in turn means reshaping organisations that support teachers and teaching organisational cultures the resources organisations provide and distribute and the relationships that connect people with one another in organisations the book is based on findings from new research being conducted by the authors the research team for the 2010 2012 australian research council funded discovery project leading and learning developing ecologies of educational practice

Changing Practices, Changing Education _2013-11-08_

this volume delivers a selection of papers presented at an international teaching conference on issues of theory and practice these key topics will be of interest to novice and veteran teachers policy makers and all education professionals

Reflective Learning _2000_

the leading authorities in the field produced this comprehensive resource which provides strategies and methods for fostering transformative learning tl practice in a wide variety of higher and adult education settings the book answers relevant questions such as what are effective practices for promoting tl in the classroom what is it about tl that is most helpful in informing practice how does the teaching setting shape the practice of tl what are the successes strengths and outcomes of fostering tl what are the risks and challenges when practicing tl in the classroom

Connecting Policy and Practice 2005

this book presents a theory of learning that starts with the assumption that engagement in social practice is the fundamental process by which we get to know what we know and by which we become who we are the primary unit of analysis of this

process is neither the individual nor social institutions but the informal communities of practice that people form as they pursue shared enterprises over time to give a social account of learning the theory explores in a systematic way the intersection of issues of community social practice meaning and identity the result is a broad framework for thinking about learning as a process of social participation this ambitious but thoroughly accessible framework has relevance for the practitioner as well as the theoretician presented with all the breadth depth and rigor necessary to address such a complex and yet profoundly human topic

Transformative Learning in Practice 2011-01-04

a major part of social work education is the agency placement and its importance as a learning opportunity has been widely recognised in recent years this book plays a central role in the preparation of social work students for effective practice

Communities of Practice 1999-09-28

this book illustrates hitherto unexamined connections between the present state of teacher education in the uk and past models of practice it locates contemporary debates within ongoing historical tensions over what constitutes a sound and proper start to a career in teaching questions as to the constituents of a professional training the essential skills knowledge and attitudes desired of an effective teacher the most suitable locus of expertise the relative roles of participants and the balance of theory and practice lie at the heart of this book the book reviews apprenticeship and teach exemplar models of training expert novice relationships model and demonstration teaching school based practice and the elaboration of core pedagogical principles in educational debate and research these developments are assessed against recent initiatives in itt such as partnership models of itt school based mentoring advanced skills teaching training schools a standards driven model of assessment for student teachers and models of effective teaching central to the book is the concept of the power to teach by reclaiming this notion the book offers challenging new perspectives on current policy and practice in teacher education today and adds to existing histories of teacher training of the past

Practice Learning and Teaching *1996-04-29*

reflective practice has moved from the margins to the mainstream of professional education however in this process its radical potential has been subsumed by individualistic rather than situated understandings of practice presenting critical perspectives that challenge the current paradigm this book aims to move beyond reflective practice it proposes new conceptualisations and offers fresh approaches relevant across professions contributors include both academics and practitioners concerned with the training and development of professionals definitions of reflection which are often implicit often focus on the individual s internal thought processes and responsibility for their actions the individual what they did thought felt is emphasised with little recognition of context power dynamics or ideological challenge this book presents the work of practitioners educators academics and researchers who see this as problematic and are moving towards a more critical approach to reflective practice with an overview from the editors and fourteen chapters considering new conceptualisations professional perspectives and new practices beyond reflective practice examines what new forms of professional reflective practice are emerging it examines in particular the relationships between reflective practitioners and those upon whom they practise it looks at the ways in which the world of professional work has changed and the ways in which professional practice needs to change to meet the needs of this new world it will be relevant for those concerned with initial and ongoing professional learning both in work and in educational contexts

Power to Teach *2004-06-01*

this book explains engineering practice what engineers actually do in their work the first part explains how to find paid engineering work and prepare for an engineering career the second part explains the fundamentals of engineering practice including

how to gain access to technical knowledge how to gain the willing collaboration of other people to make things happen and how to work safely in hazardous environments other chapters explain engineering aspects of project management missed in most courses how to create commercial value from engineering work and estimate costs and how to navigate cultural complexities successfully later chapters provide guidance on sustainability time management and avoiding the most common frustrations encountered by engineers at work this book has been written for engineering students graduates and novice engineers supervisors mentors and human resources professionals will also find the book helpful to guide early career engineers and assess their progress engineering schools will find the book helpful to help students prepare for professional internships and also for creating authentic practice and assessment exercises

Beyond Reflective Practice *2012-09-11*

this book offers nine principles for brain based approaches to accelerating learning improving motivation and raising achievement it offers the reader a coherent structure and describes guaranteed ways to motivate learners esteem building tools for schools teachers and parents how to access and teach to different types of intelligence 17 different ways in which schools can make accelerated learning work

Learning Engineering Practice *2021-01-14*

learning on practice placement is a crucial part of social work education at pre qualifying level and plays an increasingly central role in professional development this new text provides students practitioners and their assessors with an understanding of how people learn best in the workplace what principles are involved in work based teaching and assessment and what the impact of these is on learning processes and outcomes and how other disciplines contribute to work based learning informed by theory and firmly located in the policy context the book offers models for good practice and case material throughout to enhance learning

Accelerated Learning in Practice *1998-07-01*

education

Learning and Teaching in Social Work Practice *2008-08-15*

how can novice e learning researchers and postgraduate learners develop rigorous plans to study the effectiveness of technology enhanced learning environments how can practitioners gather and portray evidence of the impact of e learning how can the average educator who teaches online without experience in evaluating emerging technologies build on what is successful and modify what is not by unpacking the e learning lifecycle and focusing on learning not technology evaluating e learning attempts to resolve some of the complexity inherent in evaluating the effectiveness of e learning the book presents practical advice in the form of an evaluation framework and a scaffolded approach to an e learning research study using divide and conquer techniques to reduce complexity in both design and delivery it adapts and builds on familiar research methodology to offer a robust and accessible approach that can ensure effective evaluation of a wide range of innovative initiatives including those covered in other books in the connecting with e learning series readers will find this jargon free guide is a must have resource that provides the proper tools for evaluating e learning practices with ease

Reflective Practice For Teaching In Lifelong Learning *2012-03-01*

this text presents a research study into the development of reflective practitioners in a pre service teacher education programme the teacher educator in the study modelled his own reflections on practice in the hope that it would help students to apply reflection to their own teaching the results of the author s research demonstrate that reflection on practice occurs in three distinct periods before anticipatory during contemporaneous and after retrospective a pedagogical experience

the book concludes that when student teachers own learning situations both within their university coursework and their school experiences become the focus for their learning about teaching and learning their understanding of and practice in teaching is enhanced

Evaluating e-Learning *2012-03-22*

the body matters in practice how then might we think about the body in our work in and on professional practice learning and education what value is there in realising and articulating the notion of the professional practitioner as crucially embodied beyond that what of conceiving of the professional practice field itself as a living corporate body how is the body implicated in understanding and researching professional practice learning and education body practice is an extensive volume dedicated to exploring these and related questions philosophically and empirically it constitutes a rare but much needed reframing of scholarship relating to professional practice and its relation with professional learning and professional education more generally it takes bodies seriously developing theoretical frameworks offering detailed analyses from empirical studies and opening up questions of representation the book is organized into four parts i introducing the body in professional practice learning and education ii thinking with the body in professional practice iii the body in question in health professional education and practice iv concluding reflections it brings together researchers from a range of disciplinary and professional practice fields including particular reference to health and education across fifteen chapters the authors explore a broad range of issues and challenges with regard to corporeality practice theory and philosophy and professional education providing an innovative coherent and richly informed account of what it means to bring the body back in with regard to professional education and beyond

Developing Reflective Practice *2002-11-01*

the first curricular focused outdoor learning textbook for prospective and practising k 12 teachers this book provides both academic justification and practical support for educators working in a wide variety of environments and with diverse populations of students to incorporate more meaningful outdoor learning opportunities into their daily teaching activities learning outside the classroom is not a set of prescriptive activities that can be read and used uncritically the idea of adaptation for personal relevance is central all teachers are capable of enhancing their students learning experiences by systematically and progressively incorporating ventures outside the classroom into their lessons the principles and examples presented in this book are intended to be adapted by teachers to suit the needs of their students in ways that draw upon content offered by the local landscape and its natural and built heritage nor is this book just about outdoor learning it s about good teaching wherever it takes place it is about helping teachers devise and use the tools with which they can address the largely uncontested assumption that legitimate learning only occurs within four walls learning outside the classroom affords teachers the privilege of helping and the joy of observing students in a process of intellectual emotional and social growth that can last a lifetime provided by publisher

The Body in Professional Practice, Learning and Education *2014-11-14*

this volume provides an overview of key contemporary themes in educational leadership it focuses on developing professional capacity organisation improvement and the implementation of change looking at theoretical frameworks and concepts recent research studies and case examples of effective practice the book covers leading learning and learner leadership change processes and distributed leadership leading professional development for educational contexts designed to encourage critical analysis and debate this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners it is a companion to educational leadership context strategy and collaboration also published by sage

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