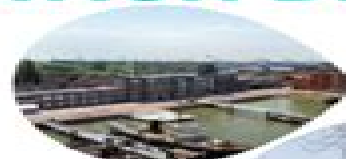


# SINGLE AND DOUBLE LOOP LEARNING IN DEVELOPING THE ROTTERDAM INNOVATION DISTRICT

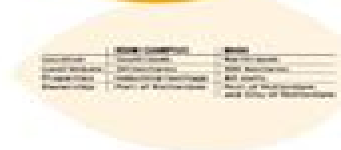
ROTTERDAM, THE NETHERLANDS



The challenge for RID is to further explore the potential of double loop learning



The redevelopment of the area itself is part of innovation: a Living Lab



Experimenting for the Next Economy in Rotterdam's "City-Ports"  
The Port of Rotterdam has to prepare for a fossil-free and circular future. This involves major changes for overhead, storage and service facilities in the port area. As a consequence, what the relation between port and city is changing. With the reclamation of the Central Waterway, large-scale housing and heavy industry has gradually moved into the sea and land and buildings in the port area. Consider the city has been one subject to redevelopment. Instead of the traditional "top-down, city-as-a-whole" idea of Rotterdam, and the City of Rotterdam nowadays adopts a "city-part" approach, creating city-part areas in which the opportunities of the Next Economy are explored.

**BUILDING ROTTERDAM INNOVATION DISTRICT FROM RDM CAMPUS AND SECOND-INDUSTRY (SME) AREAS**  
The Rotterdam Innovation District (RID) encompasses the Next Economy in combining two distinct port areas:

- The world renowned **RDM Campus** on the site of a former dry-dock company manufacturing the ship hulls of university-industry-government relationships fostering innovation.
- The **Wierne-Steunpunt (WSS)** area as a first planned redevelopment following the Quadruple Helix, blending in the perspective of civil society in knowledge production and innovation, and the concept of the Living Lab.

**CHALLENGE OF BUILDING CAMPUS AND LIVING LAB FOR OPEN INNOVATION**

Both areas within the RID are very different. This resulted in two distinct approaches of redevelopment with different preliminary results: a timely organized redevelopment project resulting in a complex environment versus a heavily organized regional redevelopment process resulting in several Lab-as-a-builder-like innovation environments. We have explored these differences from the perspective of opportunities for research and learning using movement conceptual models of multi-network and single and double-loop learning to make the challenge of building both areas into one innovation district more explicit.

**RDM CAMPUS, PORT AUTHORITY'S AND EDUCATIONAL INSTITUTIONS MATERIALIZE THE TRIPLE-HELIX IN INDUSTRIAL HERITAGE**  
Since 2003 until 2006, the RDM Buildings were transformed into a campus, on the initiative of the Rotterdam University of Applied Sciences, Abdo College and the Port of Rotterdam Authority. The old site of the Rotterdam Dry Dock Company has already but barely been transformed into an inspiring and distinctive place for research, education and entrepreneurship.

The concept of **RDM Campus** is based on the concept of the Triple Helix of university-industry-government relationships initiated in the 1990s by Etzkowitz.

Now, about a thousand students follow (in part) of their education in the 22,000 m<sup>2</sup> Innovation Dock that houses four 2D computer labs and there are regular congresses and large-scale events in the Congress Centre and the 4,000 m<sup>2</sup> Submarine Museum. In the adjacent water basin a new experimental and testing facility (Sea-Buck) opens space for innovations in the field of floating infrastructure. The Port of Rotterdam Authority invests more than 100 million euros in RDM Campus.

**WSS: MAJORS UTILIZING EXISTING INDUSTRIOUS GROUND: DRIVING DEVELOPMENT OF THE QUADRUPLE-HELIX**

In 2004, after years of applying a traditional plan-led "top-down, city-as-a-whole" approach to the development of the 100 hectares area which – under the influence of the economic crisis – did not lead to the foreseen results, fundaments that of Rotterdam and City of Rotterdam changed to an "organic" area development strategy. The new strategy is not so much a plan, as it is an open invitation to all actors able to connect the port with the city, stimulate their manufacturing capacity in open-tech, medical technology and food. The open character of this invitation allows for new structures of collaboration in the redevelopment of the area to emerge from latent local networks and bottom-up initiatives. This approach resembles the Quadruple Helix blending in the perspective of civil society in innovation as introduced by Chesbrough and Spohrer in the 2000's.

The open development of WSS institutionalized a process which was already underway. During the economic crisis vacant properties in the area were taken up by small companies and initiatives that may be categorized as makers. The Makers movement embodied the Next Economy. They share facilities and experiment by rapid prototyping. These entrepreneurs strive for a positive impact on their surroundings, creating jobs for underprivileged and improving local environmental conditions. Examples in WSS are technology and art driven design companies like Spark Design and Studio Reconcept, also cooperation Made in Rotteam facilitating designers and food-tech cooking, crafts and green growth with a focus on manufacturing and the Food Estate and/or in Eigen Sted producing and selling local grown products, chicken and fish.

**CONCLUSION: WHAT CAN WE LEARN?**

In WSS the learning loop for the evolution of the Triple Helix blends with the learning loop that comes with an open or "organic" development process.

The redevelopment of the area itself is part of innovation: a Living Lab, where co-creation, exploration, experimentation and evaluation bring together public and private actors, both as companies and associations, and individuals to test new services to citizens. The challenge for RID is to further explore the potential of this double loop learning. The challenge of further developing the RID could be made more explicit by asking:

How may the actual redevelopment process of RID be part of the learning experiment adding a third or even fourth learning additional opportunities for a far longer innovation impact for city and port?

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# Learning From Rotterdam

**Wang, Viktor**



## **Learning From Rotterdam:**

**Learning from Rotterdam** M. J. Vroom, Jean H. Meeus, 1991-11-01      *E-Collaborative Knowledge Construction: Learning from Computer-Supported and Virtual Environments* Ertl, Bernhard, 2010-01-31 This book presents best practice environments to implement e collaborative knowledge construction providing psychological and technical background information about issues present in such scenarios and presents methods to improve online learning environments Provided by publisher

**Understanding Emotions in Mathematical Thinking and Learning** Ulises Xolocotzin, 2017-05-12 Emotions play a critical role in mathematical cognition and learning Understanding Emotions in Mathematical Thinking and Learning offers a multidisciplinary approach to the role of emotions in numerical cognition mathematics education learning sciences and affective sciences It addresses ways in which emotions relate to cognitive processes involved in learning and doing mathematics including processing of numerical and physical magnitudes e g time and space performance in arithmetic and algebra problem solving and reasoning attitudes learning technologies and mathematics achievement Additionally it covers social and affective issues such as identity and attitudes toward mathematics Covers methodologies in studying emotion in mathematical knowledge Reflects the diverse and innovative nature of the methodological approaches and theoretical frameworks proposed by current investigations of emotions and mathematical cognition Includes perspectives from cognitive experimental psychology neuroscience and from sociocultural semiotic and discursive approaches Explores the role of anxiety in mathematical learning Synthesizes unifies the work of multiple sub disciplines in one place

**The Palgrave International Handbook on Adult and Lifelong Education and Learning** Marcella Milana, Sue Webb, John Holford, Richard Waller, Peter Jarvis, 2017-10-10 This Handbook provides a wide ranging frame of reference for researching adult and lifelong education and learning With contributions from scores of established and newer scholars from six continents the volume covers a diverse range of geopolitical and social territories across the world Drawing on the multiple heritages that underpin research on education and learning in adulthood this Handbook addresses the inner tensions between adult education adult learning lifelong education and lifelong learning by using current research and theorizations from disciplinary backgrounds including philosophy psychology biology and neuroscience anthropology sociology history political science and economics It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning and locates these in different policy and historical contexts theories and practices It explores a variety of discipline based theoretical perspectives and highlights how these have influenced and been influenced by research in the education and learning of adults The Handbook also explores the inevitable frictions and dilemmas these present and carefully examines the role of the international dimension in researching education and learning in formal non formal and informal contexts beyond traditional schooling This state of the art comprehensive Handbook is the first of its kind to explore adult education lifelong education and lifelong learning fully as distinct activities on an international scale It

will be an indispensable reference resource for students of education at undergraduate and postgraduate levels and for academic researchers professionals and policy makers concerned with adult and community education further and vocational education or work based training and human resource development

Lessons for Students in Architecture Herman Hertzberger, 2001 Bewerkte compilatie van de stof behandeld in de colleges van de architect aan de Technische Universiteit Delft

*A University's Challenge* Peter Gronn, James Biddulph, 2016-09-22 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education

*The SAGE Handbook of Workplace Learning* Margaret Malloch, Len Cairns, Karen Evans, Bridget N O'Connor, 2010-09-21 This Handbook provides a state of the art overview of the field of workplace learning from a global perspective The authors are all well placed theoreticians researchers and practitioners in this burgeoning field which cuts across higher education vocational education and training post compulsory secondary schooling and lifelong education The volume provides a broad based yet incisive analysis of the range of theory research and practical developments in workplace learning The editors draw together the three essential areas of Theory Research and Practice and Issues and Futures in the field of Workplace Learning In addition final chapters include recommendations for further development Key researchers and writers in the field have approached workplaces as the base of learning about work that is work based learning There has also been emerging interest in variations of this idea such as learning about through and at work Many of the theoretical discussions have centred on adult learning and some on learners managing their own learning with emphasis on aspects such as communities of practice and self directed learning In Europe and Australia early work in the field was often linked to the Vocational Education and Training VET traditions with concerns around skills competencies and on the job learning The idea that learning and workplaces had more to do with real lifelong and lifewide aspects than traditional training regimens has emerged in the last decade Since the mid 1990s the field has grown world wide as an area of theory research and practical work that has not only expanded the interest but has also legitimized the area as a field of study reflection and progress The SAGE Handbook of Workplace Learning draws together a wide range of views theoretical dispositions and assertions and provides a leading edge presentation by key writers and researchers with insight into the field and its current state It is a resource for researchers and academics interested in the scope and breadth of Workplace Learning

**Discourses on Professional Learning** Christian Harteis, Andreas Rausch, Jürgen Seifried, 2014-06-30 This book analyses and elaborates on learning processes within work environments and explores professional learning It presents research indicating general characteristics of the work environment that support learning as well as barriers to workplace learning Themes of professional development lifelong learning and business organisation emerge through the chapters and contributions explore theoretical and empirical analyses on the boundary between working and learning in various contexts and with various methodological approaches Readers will discover how current workplace learning approaches can

emphasise the learning potential of the work environment and how workplaces can combine the application of competence that is working with its acquisition or learning Through these chapters we learn about the educational challenge to design workplaces as environments of rich learning potential without neglecting business demands Expert authors explore how learning and working are both to be considered as two common aspects of an individual's activity Complexity significance integrity and variety of assigned work tasks as well as scope of action interaction and feedback within its processing turn out to be crucial work characteristics amongst others revealed in these chapters Part of the Professional and Practice based Learning series this book will appeal to anyone with an interest in workplaces as learning environments those within government community or business agencies and within the research communities in education psychology sociology and business management will find it of great interest

*The Teaching of Criminal Law* Kris Gledhill, Ben Livings, 2016-08-19

The Teaching of Criminal Law provides the first considered discussion of the pedagogy that should inform the teaching of criminal law It originates from a survey of criminal law courses in different parts of the English speaking world which showed significant similarity across countries and over time It also showed that many aspects of substantive law are neglected This prompted the question of whether any real consideration had been given to criminal law course design This book seeks to provide a critical mass of thought on how to secure an understanding of substantive criminal law by examining the course content that best illustrates the thought process of a criminal lawyer by presenting innovative approaches for securing active learning by students and by demonstrating how criminal law can secure other worthwhile graduate attributes by introducing wider contexts This edited collection brings together contributions from academic teachers of criminal law from Australia New Zealand the United Kingdom and Ireland who have considered issues of course design and often implemented them Together they examine several innovative approaches to the teaching of criminal law that have been adopted in a number of law schools around the world both in teaching methodology and substantive content The authors offer numerous suggestions for the design of a criminal law course that will ensure students gain useful insights into criminal law and its role in society This book helps fill the gap in research into criminal law pedagogy and demonstrates that there are alternative ways of delivering this core part of the law degree As such this book will be of key interest to researchers academics and lecturers in the fields of criminal law pedagogy and teaching methods

**The Wiley Handbook of Vocational Education and Training** David Guile, Lorna Unwin, 2019-01-18

A collection of the theories practices and policies of vocational education and training written by international experts The Wiley Handbook of Vocational Education and Training offers an in depth guide to the theories practices and policies of vocational education and training VET With contributions from a panel of leading international scholars the Handbook contains 27 authoritative essays from a wide range of disciplines The contributors present an integrated analysis of the complex and dynamic field of VET Drawing on the most recent research thinking and practice in the field the book explores the key debates about the role of VET in the education and training systems of various

nations The Handbook reveals how expertise is developed in an age of considerable transformation in work processes work organization and occupational identities The authors also examine many of the challenges of vocational education and training such as the impact of digital technologies on employment the demand for re training in the context of extended working lives the emergence of learning regions and skill ecosystems and the professional development of vocational teachers and trainers This important text Offers an original view of VET s role in both the initial and continuing development of expertise Examines the theories and concepts that underpin international perspectives and explores the differences about the purposes of VET Presents various models of learning used in VET including apprenticeship and their relationship with general education Explores how VET is shaped in different ways by the political economy of different countries Reviews how developments in digital technologies are changing VET practice Discusses the challenges for universities offering higher vocational education programs Draws on both recent research as well as historical accounts Written for students researchers and scholars in the fields of educational studies human resource development social policy political economy labor market economics industrial relations sociology The Wiley Handbook of Vocational Education and Training offers an international perspective on the topic of VET

**The Fundamentals of Workplace Learning** Knud Illeris, 2010-12-14 Fundamentals of Workplace Learning is a comprehensive guide to how people learn in the workplace and the issues and challenges involved Examining the essential aspects of workplace learning and unravelling the various influences which affect the success of work based learners Knud Illeris presents a holistic model to explain how diverse individuals can be encouraged and invited to learn at work Approaching workplace learning from the perspective of learners as human beings with complex social and psychological needs as opposed to resources to be managed this book examines in detail the key issues surrounding workplace learning including The workplace environment as a learning space Workplace learning as competence development A multitude of different kinds of workplace learning arrangements Job transcending learning initiatives The interaction between formal and informal learning environments The challenges presented by specific groups early school leavers elderly workers and the new young generation Presenting conclusions on workplace learning and possibilities for the future this book focuses on a way forward while detailing the fundamentals of successful workplace learning It will appeal to everyone involved in understanding and improving learning in the workplace including educationalists business students managers personnel and educational leaders

*Safety and Health Competence* Ulrike Bollmann, George Boustras, 2020-06-11 Global and technological transformation is changing work and learning A broader understanding of prevention and cultural change associated with it is putting new demands on companies and their employees People and organizations need suitable competences to deal with this transformation They need to be empowered to shape decent living and working conditions Safety and Health Competence A Guide for Cultures of Prevention is written in the context of work and health The use of a social constructive and a context sensitive approach to competence in occupational safety and health

is new and forms a theoretical basis for putting into place the necessary learning processes for cultural transformation in companies and educational institutions Covers a broad range of new demands placed on companies and employees in this age of global and technological transformation Provides assistance with a better understanding of the current debate on occupational safety and health OSH competences Presents a comprehensive source of information for OSH experts human resource specialists educational institutions training development specialists teachers and trainers allowing them to identify competence needs promote competence development and assess competences Explains what the concept culture of prevention means Offers real life examples that will appeal to practitioners

### **Sociological and Philosophical**

**Perspectives on Education in the Asia-Pacific Region** Chi-Ming Lam,Jae PARK,2015-12-12 This book demonstrates the value of approaching education from a sociological and philosophical perspective Specifically it addresses current and long standing educational issues in the Asia Pacific region integrating sociological and philosophical insights with practical applications in four key areas educational aims moral education educational policy and the East West dichotomy It discusses educational aims in terms of rationality philosophical thinking and sustainable development and presents the literary religious and analytical approaches to moral education Four educational policies are then considered Hong Kong s language policy Hong Kong s policy on the internationalization of education East Asia s policies on English education and Australia s policy on teacher education Different aspects of the East West dichotomy are analysed Confucian rationalism versus Western rationalism Confucian learning culture versus Western learning culture and Asian research methodology versus Western research methodology Taken as a whole the book shows that issues in education are rarely simple and looking at them from multiple perspectives allows for rich and informed debates It presents a rare philosophical and sociological analysis of the cultures and experiences of education in the Asia Pacific region and promotes research that leads to more culturally rooted educational policies and practice

On the Facilitation of the Academy Elias Westergaard,Joachim S. Wiewiura,2015-03-17 The academy is not restricted to the architectural limits of the university but a broader conception of education that through its social dissemination ought to be continually shaped in relation to academic practice thinking and living Educational institutions are not solely modern providers of a pertinent workforce but foremost communities of thought with cultural political and social importance On the Facilitation of the Academy is thus concerned with educational issues that cohere but also quarrels with the university institution today as the highest institutionalised place for learning The contributors in this volume consider practices of learning teaching and knowledge acquisition in academic environments It challenges educational issues in relation to conversation discourse and tradition as well as contains contributions on threshold concepts knowledge production and dangerous thinking Belonging to a variety of academic orientations philosophy educational theory psychoanalysis communication studies the authors in this volume offer different takes but share similar features and aspects on the worries that should occupy academe today

### **How Real Teachers Learn to Engage All Learners** Sarah J.

Noonan,2013-06-16 The first few years of teaching represent an intense period of experimentation and learning leading to the adoption of learner centered practices to help students achieve A critical incident or nagging problem triggers critical reflection on practice experimentation the adoption of new approaches and permanent changes in practice When teachers improve their practice through action research and collaboration with colleagues students predictably learn more Inspecting the core areas of teaching and learning helps teachers critically reflect on practice to improve and innovate Drawing on research and best practices from education and psychology readers learn how four motivational pathways attract even the most reluctant and resistant learners to learning While many recognize the importance of well prepared and accomplished teachers in helping students learn too few recognize the need for continuous learning as the surest route to gaining expertise in teaching and increasing student achievement Practical models and strategies presented in this book will help teachers address the important challenges facing schools today including supporting disadvantaged learners raising student achievement and challenging all students to achieve their potential Handbook of Research on Positive Scholarship for Global K-20 Education

Wang, Viktor,2018-03-02 In the twenty first century learning and the definition of education is changing New digital online and social tools have the ability to transform the classroom and engage learners like never before In the midst of this technological revolution it is crucial for educators and administrators to be able to gauge the impact of digital tools on learners in a variety of settings The Handbook of Research on Positive Scholarship for Global K 20 Education is a critical scholarly resource that examines the collaboration of education and technology within disciplinary fields Featuring coverage on a broad range of topics such as experiential education improvisational learning and andragogy this publication is geared towards academicians practitioners and researchers seeking current research on all areas of education and e learning **The Professional Development of Early Years Educators**

Jane Waters,Jane Payler,Ken Jones,2019-07-23 This book provides a critical insight into comparative approaches to the professional learning and development of early years educators taken to include all those working in a professional capacity with young children in educative settings including home based care and education It also analyses leadership development for the early years workforce and the evaluation of the success or otherwise of professional development initiatives involving early years educators The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators The book is essential reading for professionals working in early years settings for those engaged with the professional learning of early years educators and for academics researching professionalism in early years education It provides international perspectives on the professional learning and development of those working in early years education This book was originally published as a special issue of the journal Professional Development in Education **Clinical Education for**

**the Health Professions** Debra Nestel,Gabriel Reedy,Lisa McKenna,Suzanne Gough,2023-07-19 This book compiles state of



the art and science of health professions education into an international resource showcasing expertise in many and varied topics It aligns profession specific contributions with inter professional offerings and prompts readers to think deeply about their educational practices The book explores the contemporary context of health professions education its philosophical and theoretical underpinnings whole of curriculum considerations and its support of learning in clinical settings In specific topics it offers approaches to assessment evidence based educational methods governance quality improvement scholarship and leadership in health professions education and some forecasting of trends and practices This book is an invaluable resource for students educators academics and anyone interested in health professions education

*On Meaning and Mental Representation* Wolff-Michael Roth, 2013-06-13 This book is about language in STEM research and about how it is thought about as something that somehow refers to something else not directly accessible often meaning mental representation or conception Using the analyses of real data and analyses of the way certain concepts are used in the scientific literature such as meaning this book reframes the discussion about meaning mental representation and conceptions consistent with the pragmatic approaches that we have become familiar with through the works of K Marx L S Vygotsky M M Bakhtin V N Volinov L Wittgenstein F Mikhailov R Rorty and J Derrida to name but a few All of these scholars in one or another way articulate a critique of a view of language that has been developed in a metaphysical approach from Plato through Kant and modern constructivism this view of language which already for Wittgenstein was an outmoded view in the middle of the last century continuous to be alive today and dominating the way language is thought about and theorized

*Furthering Higher Education Possibilities through Massive Open Online Courses* Mesquita, Anabela, Peres, Paula, 2015-09-03 In recent years technological advancements have enabled higher learning institutions to offer millions of independent learners the opportunity to participate in open access online courses As this practice expands drawing considerable media attention questions continue to arise regarding pedagogical methodology and the long term viability of open learning *Furthering Higher Education Possibilities through Massive Open Online Courses* seeks to provide a space for discussion of MOOCs what they mean for the learning process how they are redefining the concept of a classroom and what effects they may have on the role of teachers Featuring emerging research on a variety of topics relating to distance education informal learning as well as educational costs and funding this book is aimed at teachers administrators business professionals and designers of both curricular resources and e classroom technology

## **Learning From Rotterdam** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Learning From Rotterdam**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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### **Table of Contents Learning From Rotterdam**

1. Understanding the eBook Learning From Rotterdam
  - The Rise of Digital Reading Learning From Rotterdam
  - Advantages of eBooks Over Traditional Books
2. Identifying Learning From Rotterdam
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Learning From Rotterdam
  - User-Friendly Interface
4. Exploring eBook Recommendations from Learning From Rotterdam
  - Personalized Recommendations
  - Learning From Rotterdam User Reviews and Ratings
  - Learning From Rotterdam and Bestseller Lists
5. Accessing Learning From Rotterdam Free and Paid eBooks

- Learning From Rotterdam Public Domain eBooks
- Learning From Rotterdam eBook Subscription Services
- Learning From Rotterdam Budget-Friendly Options
- 6. Navigating Learning From Rotterdam eBook Formats
  - ePub, PDF, MOBI, and More
  - Learning From Rotterdam Compatibility with Devices
  - Learning From Rotterdam Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Learning From Rotterdam
  - Highlighting and Note-Taking Learning From Rotterdam
  - Interactive Elements Learning From Rotterdam
- 8. Staying Engaged with Learning From Rotterdam
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Learning From Rotterdam
- 9. Balancing eBooks and Physical Books Learning From Rotterdam
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Learning From Rotterdam
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Learning From Rotterdam
  - Setting Reading Goals Learning From Rotterdam
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Learning From Rotterdam
  - Fact-Checking eBook Content of Learning From Rotterdam
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

### **Learning From Rotterdam Introduction**

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