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Highlights

- The Education System in France
- Upper Secondary Schools in Italy
- Care for Hospitalized Children
- Learning Strategies of Francophone

Discovering Thoughts, Inventing Future

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Robotic Technology: An Experience of Care for Hospitalized Children in a Situation of Illness

By Serradas Fonseca, Marian

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Abstract- In recent years robotics has experienced a growing interest in different areas. With the development of robotics and research experience, new technological challenges have appeared aimed at bringing new technologies closer to the different scenarios of daily life. In this sense, in this work, using the type of documentary research, some initiatives will be described on the incorporation of Robotic Technology in educational care, distraction, rehabilitation and recovery of children in a situation of hospitalized illness or with some type of trauma. These initiatives have been developed in countries such as: the United States, Spain, Canada, Japan and Belgium, with the purpose of improving the quality of recovery of the child in a situation of hospitalized illness in the physical, social, emotional and academic aspects.

Keywords: robotic technology, new technologies, hospitalized children, illness, care, educational care.

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Robotic Technology: An Experience of Care for Hospitalized Children in a Situation of Illness

Serradas Fonseca, Marian

Abstract- **In recent years robotics has experienced a growing interest in different areas. With the development of robotics and research experience, new technological challenges have appeared aimed at bringing new technologies closer to the different scenarios of daily life. In this sense, in this work, using the type of documentary research, some initiatives will be described on the incorporation of Robotic Technology in educational care, distraction, rehabilitation and recovery of children in a situation of hospitalized illness or with some type of trauma. These initiatives have been developed in countries such as: the United States, Spain, Canada, Japan and Belgium, with the purpose of improving the quality of recovery of the child in a situation of hospitalized illness in the physical, social, emotional and academic aspects.**

Keywords: robotic technology, new technologies, hospitalized children, illness, care, educational care.

I. Introductory Considerations

The term robotics comes from the word robot. Robotics is, therefore, the branch of science that deals with the study, development and applications of robots. Robots, creations of this discipline, consist of electronic machines that are capable of executing movements and actions prior programming.

One of the most outstanding applications of robotics today is in the health sector. In this medium, robotics has directed its developments to two specific areas: patient care and medical care. The use of robotics applied to the health sector has changed the way of treating patients and their health, in many aspects. The area of surgery, the management and organization of medications, and even the area of rehabilitation have greatly benefited from the development of this field of innovation.

Similarly, the development of robots programmed with artificial intelligence has led to the emergence of a new scenario in which interactions between humans and machines are increasingly close and "real". Hence, a new branch of robotics called social robotics has appeared, which studies the present and the future of relationships between humans and robots. Thus, you can find products based on care robotics and others developed based on social care robotics.

Assistive robotics provides support to people while they do different therapeutic activities. An example would be exoskeletons or march attendees. For its part, social assistance robotics provides assistance through social interaction with a robot, without the need for physical contact. In this way, emotional bonds can be established between the user and the robot.

In this regard, Araujo and Gutiérrez (2022) consider social robots as those that are capable of maintaining social interactions and explicit communication with other members of society in order to learn from each other. For his part, Rodríguez (2020) establishes that these types of robots are those that have social potential, which means that they are capable of recognizing, speaking and personalizing their interactions with humans.

In this sense, social robots have been designed to interact with people in care settings and make their lives more pleasant. These "friendly" robots can be used in long-term care settings to offer socialization and monitoring. They can encourage patients to comply with treatments or offer cognitive interaction, which helps keep patients alert and positive. They can also be used to provide directions to visitors and patients within the hospital environment.

In general, social robots are specially programmed to empathize with people, to provide information, talk or entertain, they are configured with the aim of being friendly, offering close information, which can even operate as a psychological balm, as therapy in moments of loneliness, to help in emotional self-control, which contributes to improving the emotional well-being of patients.

According to Pérez (2022), its powerful hardware offers multiple options so that it can be programmed and configured to taste, so that it interacts with its environment, according to the health care needs of each one.

Likewise, Pérez (2019) argues that the so-called "social robots", used in support sessions that are carried out in pediatric units of hospitals, can generate positive emotions in sick children.

Consequently, the present work directs its purpose to present some initiatives on the incorporation of Robotic Technology in educational attention, distraction, rehabilitation and recovery of children in a situation of illness, hospitalized or with some type of trauma.

II. Development

More and more hospitals around the world are using robots to direct children's curiosity to learn, as well

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as to distract them while they are hospitalized, to alleviate their feelings of sadness and to gather information about their state of mind. Although many of these applications are still in the testing and research phase, some are already being used with very satisfactory results, which will be described below:

a) Inrobics Rehab

It refers to a digital platform based on social robotics that provides rehabilitation sessions to people who present limitations in their motor, cognitive and social capacity derived from neurological alterations. It is the first social robotics solution in Europe to achieve certification as a medical device, the purpose of which is that therapists can set up a session with totally personalized tasks for their patients.

Inrobics is a company that emerged from the Carlos III University of Madrid after years of research, and the robot they have developed can be applied to different ages and pathologies, including children with neurodevelopment problems. The first investigations into the therapeutic applicability of Inrobics Rehab were carried out at the Virgen del Rocío Hospital in Seville with children with obstetric brachial palsy. Also in a camp for children with cerebral palsy organized by the European University of Madrid.

b) Robot Robin

It is a social robot that works in pediatric hospitals. It is a technological companion that has the ability to move, talk and play with others while being remotely controlled by humans. The robot has been developed by the University of California, Los Angeles (UCLA) and tested at the UCLA Mattel Children's Hospital. Chase Child Life Program specialists conducted hour-long video visits with inpatients using Robin, and compared it to interactions using a tablet.

The results of the study, which was carried out between October 2020 and March 2021, show that the main benefits of the robot are: it allows a greater display of intimacy and interactivity during play, greater control over the children's experience in the hospital, and the formation of a new trusting friendship, making the hospital less stressful.

c) Project Pebbles

The project called Providing Education by Bringing Learning Environments to Students (PEBBLES), is an innovative system that combines video-conferencing technologies with robotic technology to allow a student admitted to the hospital to virtually follow their regular school activities. This is possible by placing a PEBBLES unit inside the classroom, and its counterpart in the hospital. This initiative has been tested at Capitol Hill Hospital with children admitted to this health center.

Among the objectives pursued by this Project are: connecting children through PEBBLES who cannot attend school for a long period due to health reasons. This project allows a student to maintain a connection and presence in their normal classroom environment, which would help reduce anxiety and stress levels and health care costs, and help reintegrate into the classroom after the High medical.

d) Project Monarch

The Multi-Robot Cognitive Systems Operating in Hospitals (MOnarCH) project, in which researchers from a dozen European companies and research centers participate, has developed a series of robots and tested them with children admitted to the pediatric ward of the Hospital of the Portuguese Institute of Oncology in Lisbon.

The objective of the MOnarCH project is to introduce a fleet of robots in a hospital to interact with children who are affected by cancer, using several robots simultaneously, so that instead of attending to only one patient, the fleet of robots interacts with all the children on the hospital floor or service, in addition to collaborating with the health personnel.

This project also poses both technological and social challenges, according to the researchers. From a sociological point of view, there are very few studies that have investigated long-term relationships between humans and robots, so this project is a first approximation that will help to understand the dynamics of social interactions with groups of robots that cooperate with each other. people in hospital settings.

e) Project Inmoov

The open source shared software platform Wevolver has created a solution for children with serious and even terminal illnesses who spend most of their time in hospitals, as a way to offer these children an alternative to enjoy the world that surrounds them. surrounds. This innovative project allows hospitalized children a trip to the zoo, which consists of connecting them to a human-sized robot printed in 3D with virtual reality.

The essence of this project is for children to use the virtual reality device, Occulus Rift, and a headset to move through the Zoo with a robot that will ride a Segway. This robot will walk and visit the Zoo while the children, from the hospital, will direct it, giving the impression that they are the ones visiting it. This project is being carried out in collaboration with Great Ormond Street Hospital (GOSH) and London Zoo.

f) Robot Probo

It is an interactive robot, lined with green stuffed animals, whose objective is to support technical, medical, psychological and social areas in a hospital, and has also been helpful in the rehabilitation and therapies of hospitalized children, allowing them to recover faster and more entertaining.

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Equipped with twenty motors, a camera and a computer, it is prepared to move, speak, recognize the facial expressions of its interlocutors, interpret emotions and establish eye contact. It also has a touch screen on its belly that seeks to explain the procedures that will be performed on children.

This interactive robot is the creation of Ivan Hermans, a project of the Robotics and Multibody Mechanisms Research Group of the Faculty of Engineering at the Vrije University of Brussels, in Belgium.

g) Robot Medi

For any child, the visit to the doctor is in some cases an unpleasant fact and more when injections are applied. With this in mind, researchers at the University of Calgary, in Canada, have designed a robot that aims to reassure children while they remain in a doctor's office while an injection is administered.

Through games and conversations, MEDi gains the attention and empathy of children in office, resulting in less pain and stress for children receiving the flu vaccine at Children's Hospital of Alberta. MEDi has electric motors, two cameras, four microphones, nine touch sensors and eight pressure sensors, as well as various communication devices, such as a voice synthesizer, LED lights and two hi-fi speakers.

Project researchers said the study included 57 children between the ages of 4 and 9, who were prone to crying, screaming or kicking at the sight of the needle. The group was divided into 2; participants who were in contact with MEDi significantly reduced this behavior.

h) Robot Watt

Like any other student at Greenleaf Elementary School, in Splendora, Texas, United States, Robot Watt attends sixth grade classes punctually every day in the place of a child in a situation of illness who cannot go to the educational center.

Watt's difference with the other students is that he is controlled by remote control by Cristian Beasley, a 12-year-old boy diagnosed with leukemia and must stay at home. However, his illness has not isolated him from his classmates and teachers, with whom he shares the school day every day. This VGo Robot allows the child to see, hear, speak and move from one place to another through a webcam.

The robot moves, it can turn the camera up and down, to see the paper that is in front of it and the other students and it has become the eyes, ears and legs of this little boy who has walked the corridors of the institution since his computer, which he manages from his home.

i) Jerry the Bear

The Sproutel company developed a robot bear, named Jerry, with the aim of teaching children with type 1 diabetes to manage their blood glucose levels, recognize their symptoms and maintain a healthy diet; all through the game.

The designers created Jerry Bear so that children are able to learn and become aware of their disease by taking care of him, feeding him the right foods, checking his glucose levels and giving him insulin injections for his control.

In the words of its designers, Jerry helps children with Diabetes not only learn about the procedures that are performed on them daily, but also trains them to understand the importance of symptoms and self-care. Jerry is aimed at children between 3 and 7 years old and its initial mechanics consist of children being able to see their blood glucose level in the bear's paw and administer an insulin injection if required, it is also equipped with a package with various foods, so that the child can feed the bear when he has low sugar levels.

In the long term, the company hopes to develop other robots that help children control other chronic diseases such as asthma and obesity.

j) Robot Paro

It looks like a stuffed seal, designed in 1993 by Takanori Shibata for the Intelligent System Research Institute in Japan. Today several countries use it in pediatric hospitals to affectively stimulate patients.

According to its creators, the Paro seal is programmed to give affection, it has the ability to relate to people and generate bonds of affection. It is equipped with sensors that allow it to respond to human stimuli, and respond accordingly.

The Paro seal has temperature, touch, light, audio and position sensors with which it perceives people and gathers information from its environment and even understands some words.

k) Robot Huggable

It is a teddy bear that uses artificial intelligence to significantly help relieve pain, stress and anxiety for little patients diagnosed with cancer. It has been created by the Robotics Group of the Massachusetts Institute of Technology MIT Media Lab, in the United States.

The fun and friendly robotic bear is made up of 1,500 sensors, which is managed by an operator from a nearby laptop. Thus, the bear mentions everyone in the room by name and is able to play riddles with the children.

According to the results reported by Bejerano (2019), the child who interacts with the Huggable bear decreases the negative experiences and the emotional impact of being admitted to a hospital. To carry out the investigation, three groups were formed. One of them was allowed to play with a normal teddy bear, others were given Huggable, and the third group interacted with a tablet containing a virtual Huggable avatar. The results showed that those children who played with the

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social robot experienced more positive emotions, moved more, got out of bed more and emotionally connected with the robot, asking personal questions.

l) Robot Andy

Researchers from the Polytechnic University of Valencia in Spain, belonging to the Institute of Industrial Automation and Informatics, have created a robot for Andy with Diabetes and an interactive game that teaches children how the body regulates glucose.

Its goal is to teach children, especially those between the ages of 6 and 12, the basics of diabetes management in a friendly and engaging way. To do this, Andy has a simulator inside that reports blood glucose in real time and that responds based on the activity he does and the dose of insulin supplied. Andy can interact and teach important aspects such as playing sports and knowing how to control their blood glucose levels, providing them with important knowledge to improve their quality of life.

m) Robot Pol

This Robot is a social innovation project for children who have serious illnesses and who, due to their situation, are hospitalized or unable to travel. It has been technically developed by the company AWABOT.

Pol is a remote-controlled robot, controlled by the child through a computer with a camera and an Internet connection. It is controlled remotely through a keyboard, it has two cameras, seven internal microphones, which offer a complete vision and can isolate the noise from the surroundings.

n) My Special Aflac Duck

The American insurance company Aflac, which in collaboration with the health research company Sproutel have developed My Special Aflac Duck. It is a social robot specially designed to help the little ones who have to face cancer treatments.

This robot is designed with a type of technology (RFID tags) that allows it to change its emotions by bringing different discs with emoji designs to its chest, covered with tactile sensors that allow it to hug and croak at each stimulus received by the user. In this way, the child can communicate with the stuffed animal, showing its emotion and receiving a response in the form of sound and movement.

This robot also has its own treatment kit, so that the child can play to administer medicine to the duck, in the same way that the child is administered chemotherapy. In this way, children can become better familiar with their treatment, reducing fear and anxiety.

III. Methodology

The study is part of the qualitative approach that, according to Trujillo et al. (2019) argue that the central axes of these are description and induction, in a progressive way, to achieve an approximation to the phenomenon and in this way to know its depth and describe the process or problem. On the other hand, the design used is the documentary study, which from the perspective of Escudero and Cortez (2018) assert that documentary research is the breakdown, research and analysis of data, whose purpose is to enrich a research topic. For the purposes of this research, a documentary review was carried out, which allowed us to inquire about the numerous initiatives that are developed using robotic technology in the care of hospitalized children in a situation of illness.

The spaces to obtain the information were: review of updated databases, which allowed obtaining publications of research carried out on advances in the area of robotics, and then through the experience and interpretative capacity of the author, to generate the questions and objectives. Of the investigation. The instruments used were data records through a notebook to collect information, review and analysis of articles from indexed scientific journals, electronic and printed books, research papers, among others.

In the same way, the documentary research uses the documentation technique, which allows to give reliability to the results obtained, being that in the present investigation the sources that will be used will be extracted from the documentary review of the bibliographic material of recognized authors, such as books, archival and electronic documents; pertinent to the topic addressed, allowing a critical analysis of different documents that configure robotic technology as a revolution and of collective incidence, since it will influence the life and health of people; first carrying out the organization and analysis of the information obtained from the documentary sources, which will be classified according to the criteria of relevance and topicality.

IV. Results

The projects described in this section show how the use of robots can improve the quality of life of children in hospitals, contributing to a reduction in the effects that a stay in a health center can entail and which, in addition to encouraging them, they instill positive values, with these robots children in hospitals work on values such as patience, good nutrition and having to pay attention, among others.

In addition, the results of the implementation of these projects have shown that they favor the establishment of an interaction that helps children and their families to disconnect from a stressful life situation. It can greatly improve the quality and duration of treatment adherence by directing playful social interactions designed to produce measurable progress toward user goals, educational, and control possibilities that arise from new technologies.

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They can be used effectively to engage in game-based therapeutic interventions, enhancing the daily routine of users, fully exploiting the qualities of these robots so that they can be part of the day-to-day life of health centers and provide assistance when necessary.

Some of these robots described in the previous section have been designed with the idea of helping patients, especially children, to overcome the stress or fear of going to the doctor or being in a hospital receiving treatment. Thanks to artificial intelligence, these social robots are able to recognize children's emotions and act like a friend, thus helping to create a fun and comfortable environment.

A study developed by González et al. (2021) reports that the introduction of a robotics kit called KIBO in a hospital classroom increases positive emotions in hospitalized children compared to negative or neutral ones.

For Angulo (2017), educating through interaction with robots adds additional possibilities, since interaction with robots can reinforce educational processes and results, such as conceptual learning and cognitive training, motivate users, support curiosity. and increase awareness about robotics.

Additionally, some other benefits of its use are listed, such as: reducing the level of stress, not only for the patient but also for the caregivers, by already reducing the stress level of the patient; improve the communication of the patient with the caregivers, by emotionally stimulating the patient and calming him down, this makes communication with his caregivers much more fluid; promote the socialization of patients with other patients, and also with caregivers; greater motivation and relaxation of patients.

V. Discussion

Scientific advances in all areas of knowledge continue to appear at a dizzying pace, as stated by Pulido (2022). Proof of this is the fact that there are already social robots capable of interacting autonomously and intelligently with human beings and, above all, of improving their quality of life in crucial aspects such as rehabilitation treatments.

Until a few years ago, robots were limited to mechanical tasks in industries or production plants, but now their evolution has meant that they have begun to be used for other, much more social purposes related to interaction with humans.

In this sense, robotics has intervened in many sciences lately, giving them various benefits and alternatives; this has allowed human beings to have many more solutions to problems that are encountered on a daily basis. For some time now, the benefits of using robots in the rehabilitation or treatment of chronic diseases or psychological pathologies have been widely accepted.

The real certainty is that social robotics is already here and has made its appearance in many sectors. For example, many hospitals have started to use robots to treat patients, especially children. For the IAT (2020), these types of robots usually have a distracting purpose, that is, they offer company and distraction, while being able to offer valuable information to doctors about the condition of patients.

For their part, Araujo and Gutiérrez (2022) argue that social robotics is a multidisciplinary area, specifically that of robots designed for human interaction, since their design must include mechatronic factors accompanied by the necessary elements to achieve a positive perception on the part of the robot. of the user.

According to Rodríguez (2020), social robotics is a technology that is developing by leaps and bounds and has beneficial potential, it has artificial intelligence among its main components and proposes a new way of seeing reality, that is, seeing the social robot as a new communicator.

At the end of this discussion, it is postulated that robots can have a positive impact on the social, emotional and cognitive level of the patient, and even on physical aspects such as normalizing the heart rate. In a hospital, children see and feel that the machines help to improve the disease situation they are going through. They can be used in preparation for surgical interventions, emergencies and especially in the area of oncology, since they can be used even at the time of administering chemotherapy.

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Teaching and Digital Innovation in Disciplines Related to Information Science and Technology in Upper Secondary Schools in Italy

By Silvio Dell'oste

Abstract- This contribution addresses the issues of teaching disciplines related to information science and technology using digital innovation and the appropriate tools to make students better learn coding and computational thinking before, during, and after the pandemic. In particular, I present some teaching experiences related to the previously mentioned topics; these experiences synthesize the different activities carried out in the different school years.

Parole Chiave: information technology; coding; educational innovation; computational thinking; digital resources; teaching.

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TEACHINGANDDIGITALINNOVATIONINDISCIPLINESRELATEDTOINFORMATIONSCIENCEANDTECHNOLOGYINUPPERSECONDARYSCHOOLSINITALY

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Teaching and Digital Innovation in Disciplines Related to Information Science and Technology in Upper Secondary Schools in Italy

Silvio Dell'oste

From October to June, fixed-term professor of computer science and information technology at IIS "Carafa Giustiniani" - Cerreto Sannita (BN), Italiy[1], before and after, permanent professor of laboratory of computer science and information technology at ITI "G.B. Lucarelli" – Benevento (BN), Italia[2], silvio.delloste@gmail.com

Abstract- **This contribution addresses the issues of teaching disciplines related to information science and technology using digital innovation and the appropriate tools to make students better learn coding and computational thinking before, during, and after the pandemic. In particular, I present some teaching experiences related to the previously mentioned topics; these experiences synthesize the different activities carried out in the different school years.**

Parole Chiave: information technology; coding; educational innovation; computational thinking; digital resources; teaching.

I. Introduction

Digital technologies are increasingly present in our lives, both in work activities and in our personal and relational activities. They play a growing and increasingly important role in teaching and, in general in the proper functioning of the school. The use of digital technologies at school will be increasingly important and necessary. These technologies help teachers to make teaching more attractive, effective, and consistent with the expectations of new generations of students. It is essential that teachers need to use the latest digital resources to organize teaching flexibly, personalizing the training paths of each student even outside the traditional times and spaces of the school. The use of IT tools for teaching of technological- technical disciplines, and specifically in the IT discipline, is fundamental right from the first classes in which the topics most covered are precisely the basics of information technology, and the study and use of software of word processing, spreadsheets and multimedia presentations. For the teaching of programming and coding is essential to enable students to become digital programmers using computational thinking. For the disciplines related to information technology, it was certainly easy to assign tasks to be carried out, deliver project activities, questionnaires, and online checks, as well as self-study from textbooks and teaching materials provided by the teacher, because these are activities carried out even in non- emergency periods.

II. Digital Innovation in Disciplines Related to Information Technologies

The use of digital technologies at school, if used correctly within learning processes, is a formidable resource for teachers. It will be increasingly important and necessary to use them to avoid losing contact with the new generations of students because they help teachers to create a more attractive, practical and coherent teaching. Information and communication technologies at school become learning tools aimed at developing skills. If combined with laboratory-type teaching approaches and, or cooperative learning strategies, they contribute to activating forms of learning. The use of innovative tools in the disciplines of the IT sector is essential. Teaching programming and coding is very important in enabling students to become digital programmers using computational thinking. IT teachers produce educational material in an innovative form and possibly use virtual classrooms to better understand the functions of the various software used in IT disciplines. These methodologies have been used above all in this historical moment of emergency which has forced the world of school to transform itself to allow students to continue to use the school service even if in distance learning mode, be it synchronous or asynchronous.

The main specific programming software used by IT teachers are as follows: IDLE Python GUI, Geany, Notepad++, XAMPP, NetBeans, Eclipse, and DevC++ linked to the programming languages addressed: C++, Python, Java, PHP, and mySQL. Other specific software used for teaching are: phpMyAdmin for the study of databases and PHP, CISCO Packet Tracer for Computer network emulation, DevC++ for developing applications in C and C++ and Ecplipse for

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applicationsin Java. Some of these tools and tools used will be shown below. The first applications presented are those used by all teachers of the school, namely those of the Google Suite for Education package and specifically here are the screens of Google Drive, Documents, Forms (Figure 1 - Google Classroom screens), and Google Classroom (Figure 2 - Google Drive, Docs, Forms).

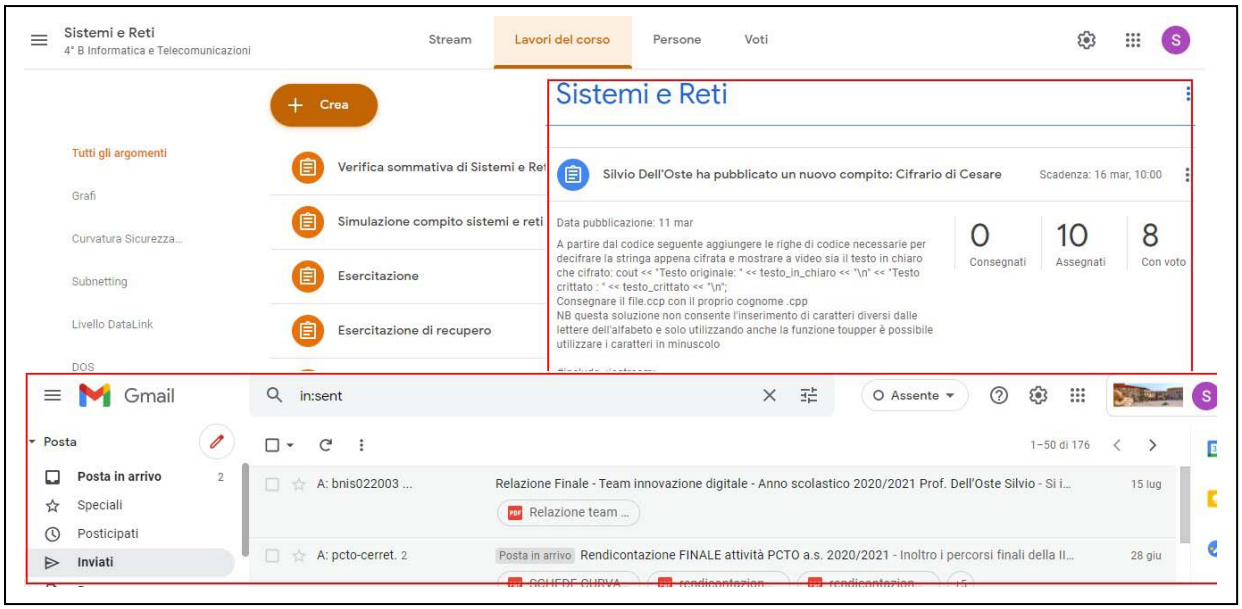


Figure 1: Google Classroom screenshoots

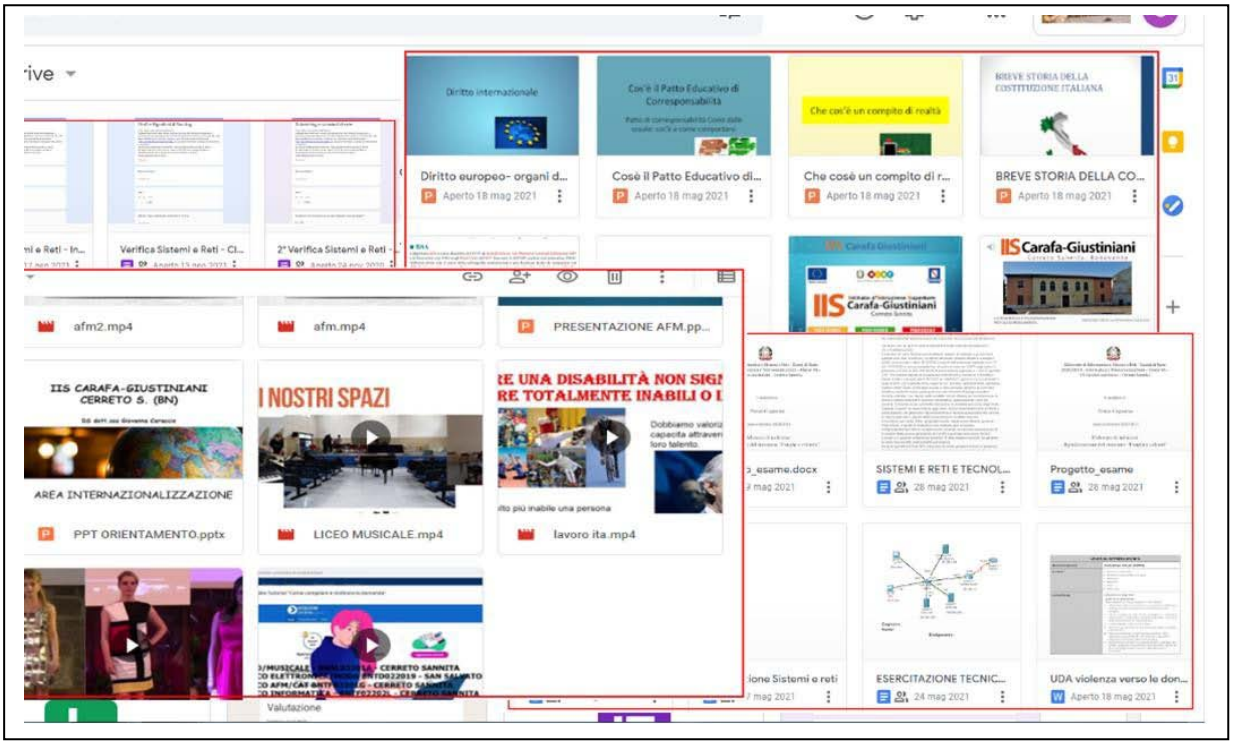


Figure 2: Google Drive, Google Documents, and Google Forms screenshoots

At this point, it is possible to show specific software used for teaching, starting from phpMyAdmin for studying databases and PHP (Figure 3 – phpMy Admin and PHP execution), CISCO Packet Tracer for computer network emulation (Figure 4 - CISCO Packet Tracer environment), DevC++ for the development of C, and C++ applications (Figure 5 - DevC++ environment) and Ecplipse for Java applications (Figure 6 - Eclipse development environment).

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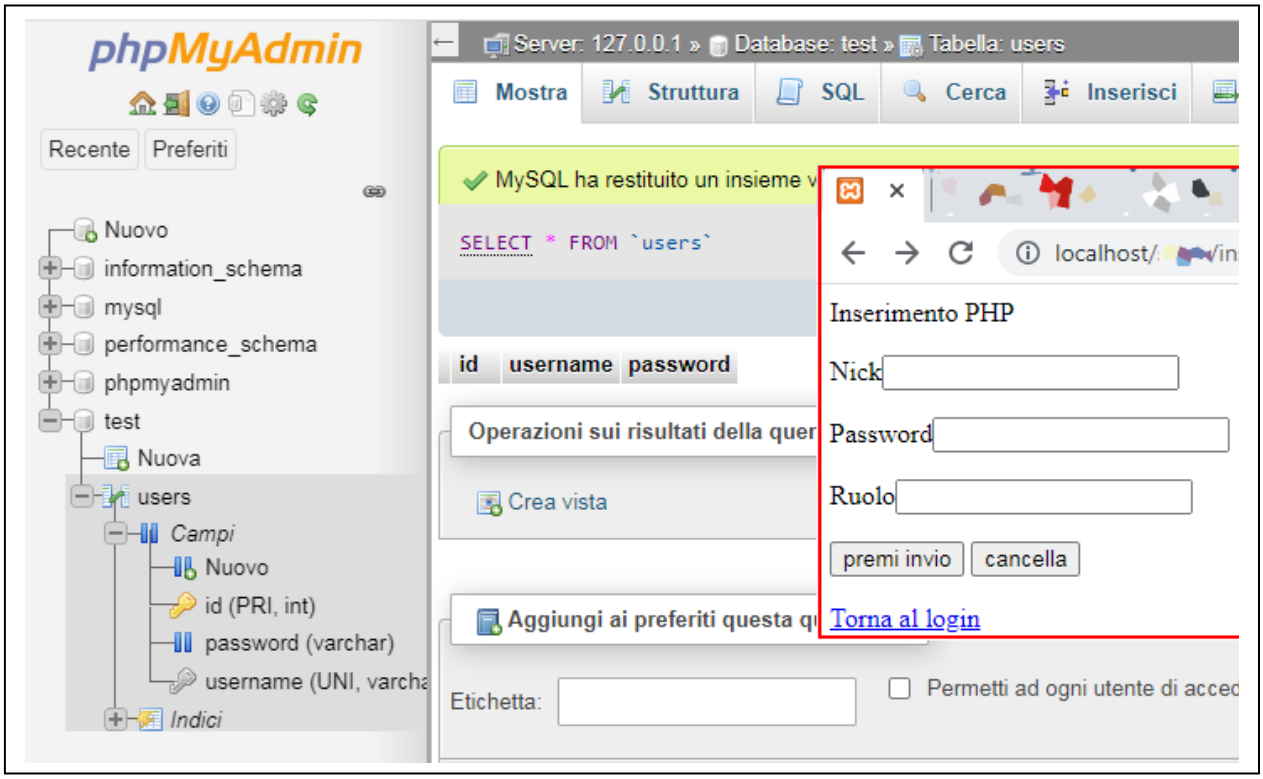


Figure 3: phpMyAdmin and PHP execution

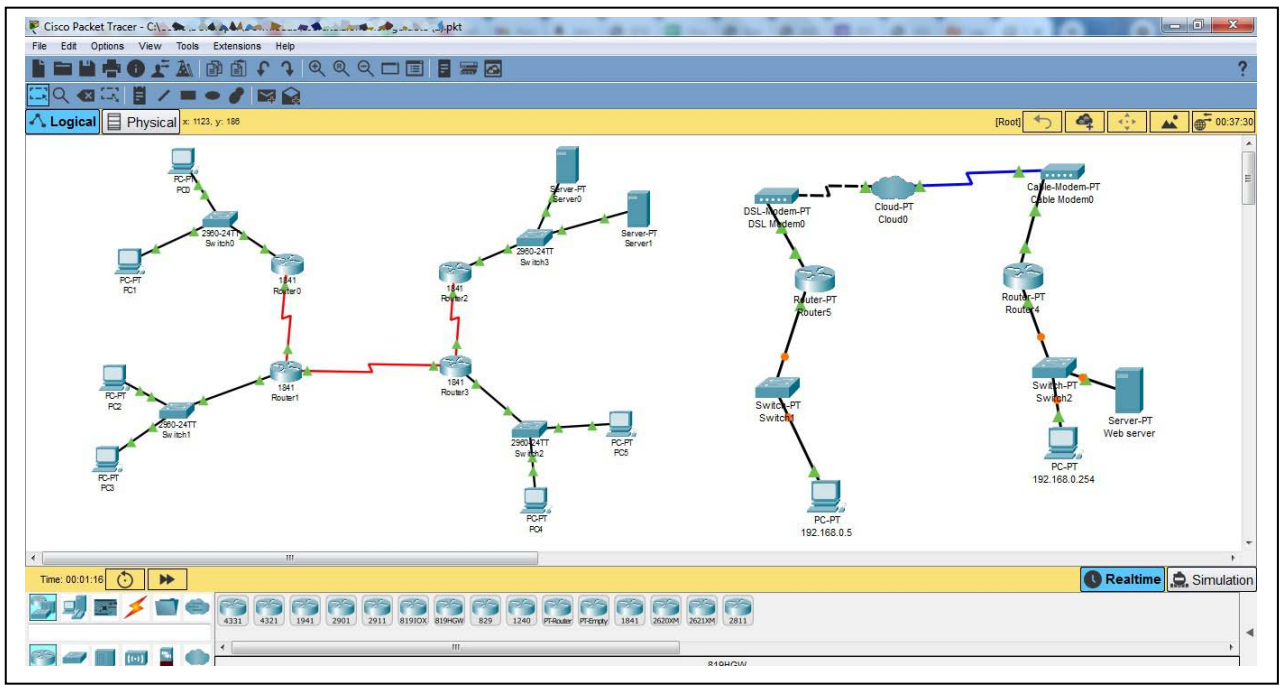


Figure 4: CISCO Packet Tracer environment

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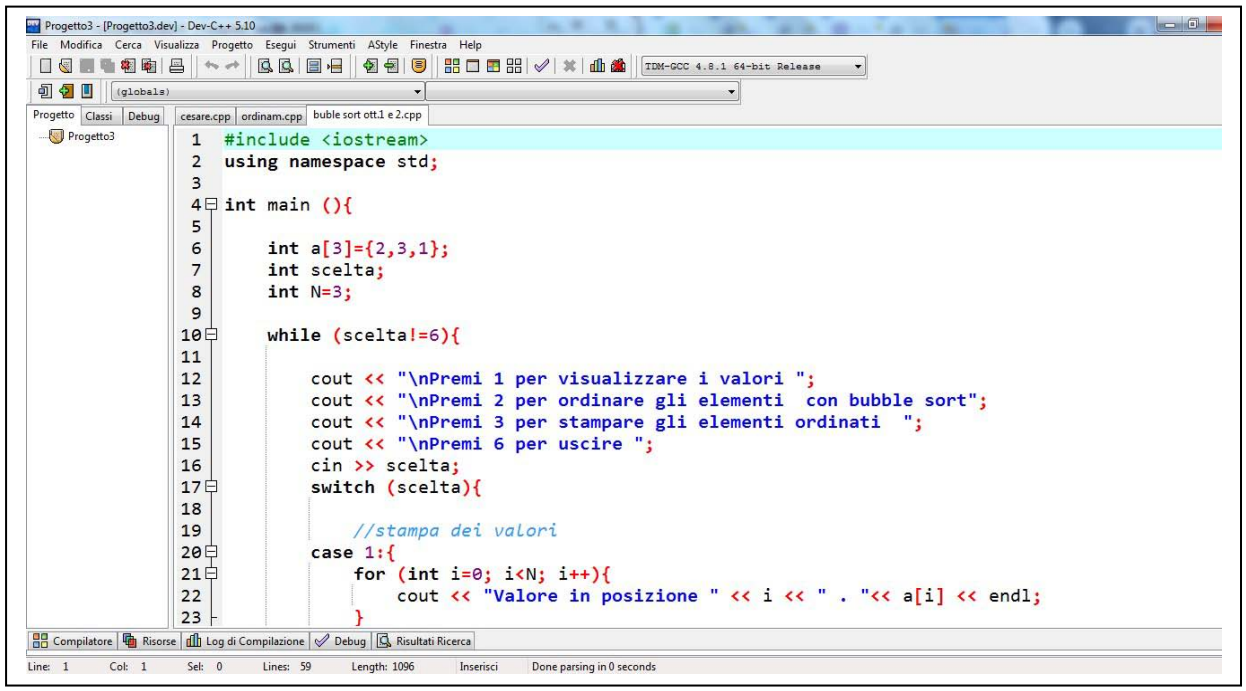


Figure 5: DevC++ environment

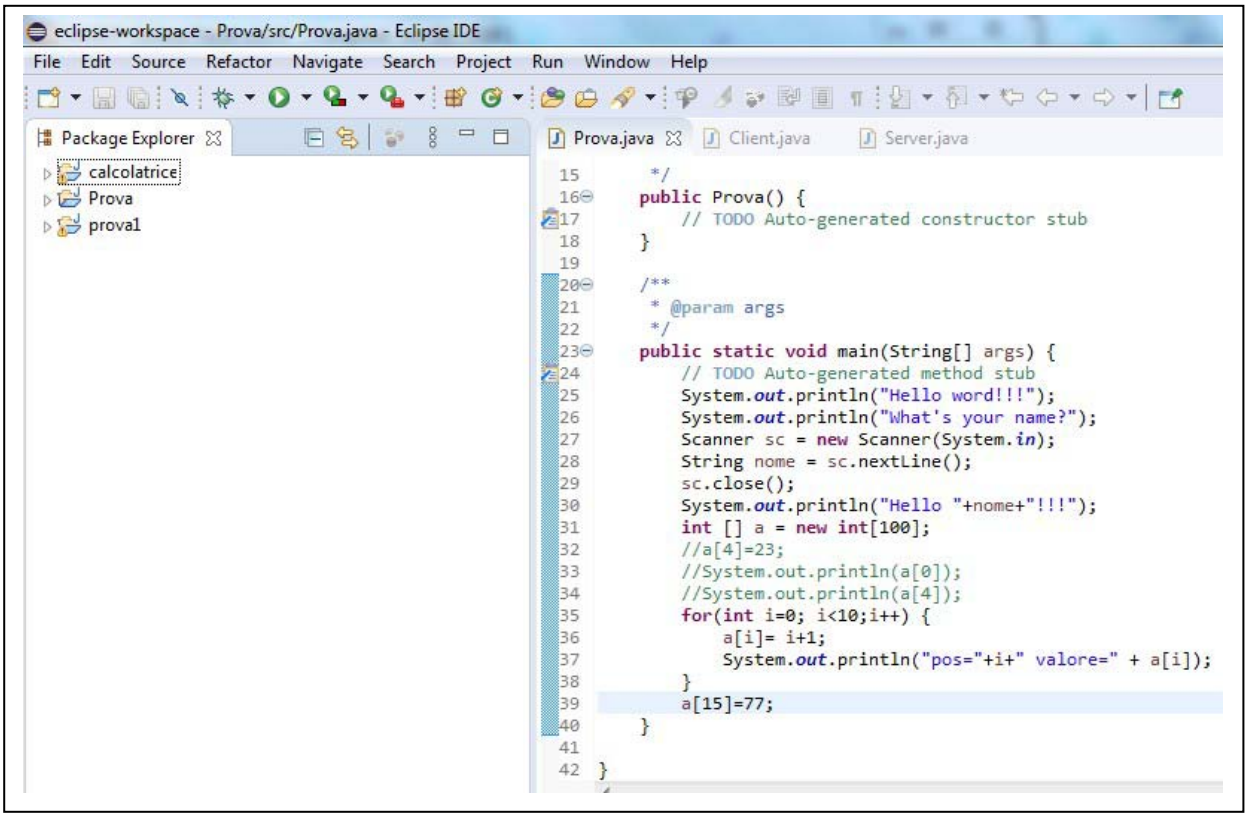


Figure 6: Eclipse development environment

The use of IT tools in the teaching of technical disciplines is fundamental and to better understand the functions of the various software, there is often the need to produce educational material in an innovative form and possibly use virtual classes, sharing films, documentaries, and handouts, or other material.

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A Comprehensive Overview of the Education System in France in Current Decade

By Auriville Sanschagrin & Didier Giguère

Abstract- France has a highly respected education system, with three main levels: primary, secondary, and higher education. Primary and secondary education are compulsory and free, while higher education is divided into public and private institutions. The French government plays a central role in education policy and funding, with the majority of funding for primary and secondary education coming from the state and the majority of funding for higher education coming from a combination of the state and private sources. Some people believe that the meaning of life is to make the world a better place for future generations. This can involve working to solve social or environmental problems, or simply striving to be a positive influence on the people around you. Overall, education in France is considered to be of a high quality, with high levels of enrollment and achievement, although there are some challenges including a high dropout rate and a lack of diversity in higher education.

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Auriville Sanschagrin [α] & Didier Giguère [σ]

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I. Introduction

France has a long history of providing high-quality education to its citizens, with the French education system being recognized as one of the best in the world. In this research paper, we will explore the various aspects of education in France, including the structure of the education system, the role of the government in education, and the current state of education in the country.

The French education system is divided into three main levels: primary education, secondary education, and higher education. Primary education, or l'école primaire, is compulsory for all children aged 6 to 11 and is free of charge. It consists of two cycles: the first cycle, or la maternelle, is for children aged 3 to 6 and is optional; the second cycle, or l'école élémentaire, is for children aged 6 to 11 and is compulsory.

Secondary education, or l'enseignement secondaire, is also compulsory for all children aged 11 to 18 and is divided into two cycles: the first cycle, or le collège, is for children aged 11 to 15 and covers a broad range of subjects, including French, mathematics, science, history, geography, and physical education; the second cycle, or le lycée, is for children aged 15 to 18 and allows students to specialize in a particular subject or field of study, such as science, literature, or economics.

Higher education, or l'enseignement supérieur, includes universities and other institutions of higher learning and is divided into two main categories: public and private. Public higher education is generally free of charge for students, although some institutions may charge fees for certain programs or services. Private higher education, on the other hand, is generally more expensive and is funded by tuition fees.

The French government plays a central role in the education system, with the Ministry of Education responsible for setting policies and guidelines for education at all levels. The government also provides funding for education, with the majority of funding for primary and secondary education coming from the state and the majority of funding for higher education coming from a combination of the state and private sources.

The current state of education in France is generally positive, with high levels of enrollment and relatively high levels of achievement compared to other countries. However, there are also some challenges facing the education system, including a high dropout rate among certain groups of students and a lack of diversity in the higher education system.

In conclusion, education in France is highly valued and plays a central role in the country's society and economy. While there are some challenges facing the education system, overall it is considered to be one of the best in the world.

II. Education System

The French education system has a strong emphasis on equal access to education for all students, regardless of their social or economic background. The government provides funding for disadvantaged students to ensure that they have the same opportunities as their peers.

One of the key features of the French education system is the emphasis on personalized learning and the development of critical thinking skills. Students are encouraged to ask questions, express their opinions, and think creatively in order to develop their analytical and problem-solving skills.

In addition to traditional subjects such as French, mathematics, and science, the French education system also places a strong emphasis on foreign language learning. Students are required to study at least one foreign language, and many schools offer a wide range of language options, including English, Spanish, German, and Chinese.

The French education system also has a strong tradition of extracurricular activities, with schools offering a range of clubs, sports teams, and other activities for

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students to participate in. These activities are designed to complement the formal curriculum and provide students with the opportunity to develop new skills and interests.

Despite the many strengths of the French education system, there are also some challenges facing the country. One of the main challenges is the high dropout rate among certain groups of students, including students from disadvantaged backgrounds, students with disabilities, and students who are not fluent in French. The government has implemented a number of initiatives to address this issue, including targeted support programs and efforts to improve the transition from primary to secondary education.

It plays a vital role in the production of a wide range of products, including pharmaceuticals, plastics, fuels, food, and consumer goods.

One of the main tasks of chemical engineers is to design and optimize chemical processes for the production of these products. This involves selecting and sizing process equipment, determining the appropriate reaction conditions, and developing control systems to ensure the quality and safety of the final product.

In conclusion, the French education system is highly respected and provides students with a strong foundation in academic and critical thinking skills. While there are some challenges facing the system, the government is working to ensure that all students have equal access to quality education.

III. Stats

According to data from the Organisation for Economic Co-operation and Development (OECD), the enrollment rates in France at different levels of education are as follows:

Primary education (ages 6-11): 900%
Secondary education (ages 11-15): 1200%
Upper secondary education (ages 15-18): 940%
Tertiary education (ages 18-24): 405%

It is worth noting that these figures are estimates and may vary slightly depending on the source. However, overall, the enrollment rates in France are generally high, particularly at the primary and secondary levels, where enrollment is compulsory and free. It is a diverse and dynamic field that offers a wide range of career opportunities. Chemical engineers may work in a variety of industries, including pharmaceuticals, energy, food and beverage, and consumer products. They may also work in research and development, consulting, or education.

To become a chemical engineer, a bachelor's degree in chemical engineering is typically required. Many chemical engineering programs also include coursework in areas such as thermodynamics, kinetics, process design, and process control. Some chemical engineers go on to pursue advanced degrees, such as a master's or PhD, to specialize in a particular area or to pursue research or academic careers.

The enrollment rate at the tertiary level is slightly lower, but still relatively high compared to other countries.

IV. Early Roles

The history of education in the United States is a long and complex one, with the country's education system evolving over time to meet the changing needs of its citizens. Here is a brief overview of the history of education in the United States:

Precolonial era (before 1620): Education in the United States prior to the arrival of European colonists was largely informal and varied widely among different indigenous cultures. Some Native American tribes had highly developed systems of education, while others relied on oral tradition and practical experience to pass on knowledge and skills.

Colonial era (1620-1776): Education in the colonies was largely religious in nature and focused on preparing students for a life of piety and service to the community. Private schools, often run by religious organizations, were the primary source of education, and attendance was largely limited to boys from wealthy families. As they said in poem,

A little something I hold dear,
To express the love I feel,
And all the joys that are real.
The world may be a crazy place,
With ups and downs and twists and turns,
But with you by my side,
I know I'll always find my way.
Your smile is like the sun,
Warming my soul and lighting my way,
Your touch is gentle and kind,
Filling my heart with love divine.
So here's a poem, just for you,
To show you how much I care,
For all the joy you bring to me,
I am forever grateful, my love, to you.

Early Republic (1776-1865): As the United States emerged as an independent nation, the focus of education began to shift from religious training to more secular subjects, such as reading, writing, and arithmetic. Public schools were established in many states, although attendance was still often limited to boys from wealthy families. Higher education, including the establishment of colleges and universities, also expanded during this period.

Late 19th and early 20th centuries (1865-1945): During this period, the education system in the United States underwent significant changes, including the expansion

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of public schools to include girls and children from lower-income families, the establishment of teacher training programs, and the development of standardized curricula and testing. Higher education also became more accessible, with the establishment of land-grant colleges and the growth of state-funded universities.

Mid to late 20th century (1945-present): Education in the United States continued to evolve in the second half of the 20th century, with a focus on equal access to education for all students and the integration of technology into the classroom. In addition to design and development, chemical engineers are responsible for the safe and efficient operation of chemical plants and other process facilities. They may work with teams of technicians and operators to troubleshoot problems, optimize production, and ensure compliance with environmental regulations.

"Duis risus libero, feugiat sed quam eu, eleifend blandit felis. Maecenas sed scelerisque nisl. Duis rhoncus, elit ac sagittis mollis, augue est egestas enim, sed eleifend erat eros eu eros. Cras facilisis imperdiet tincidunt."

The expansion of federal funding for education, including the establishment of programs like Title I and the Individuals with Disabilities Education Act (IDEA), also played a significant role in improving education outcomes for disadvantaged students.

Overall, the history of education in the United States has been marked by ongoing efforts to improve access to education and to ensure that all students have the opportunity to succeed.

V. Conclusion

The meaning of life is a philosophical question that has been asked by people for centuries. It is a question that each person must answer for themselves, as the meaning of life is different for everyone. Some people believe that the meaning of life is to be happy and to enjoy life, while others believe that it is to contribute to the world in some way, whether through work, art, or relationships with others. Still others believe that the meaning of life is to find spiritual enlightenment or to seek a deeper understanding of the world and one's place in it. Ultimately, the meaning of life is something that each person must determine for themselves based on their own values, beliefs, and experiences.

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Distance Education: Pros and Cons. Opinion of Russian Students (On the Example of the Moscow State University of Management)

By I. K. Shcherbakova

History of the State University of Management

Annotation- The article presents the results of a study (interviewing, questioning) of students of higher professional education to identify the positive and negative aspects of distance learning and its place in the educational process. The answers of respondents to the questionnaire questions about the effectiveness of the use of digital technologies in the conditions of quarantine measures from 2000 – early 2022 are analyzed. The purpose of the study: to find out the opinion of students about the quality of educational activities in the distance learning format during the COVID-19 pandemic and other periods; to identify the difficulties that the participants of the educational process overcame in connection with the emergency transition to online learning; to determine the prospects of the developed online learning system at the university level.

Research Methods: Theoretical – analysis of literature on the topic of the study, empirical – questioning through written and oral questioning, qualitative and quantitative analysis of research results.

Keywords: educational strategies in a pandemic, electronic educational environment, online and offline learning.

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Annotation- The article presents the results of a study (interviewing, questioning) of students of higher professional education to identify the positive and negative aspects of distance learning and its place in the educational process. The answers of respondents to the questionnaire questions about the effectiveness of the use of digital technologies in the conditions of quarantine measures from 2000 – early 2022 are analyzed. The purpose of the study: to find out the opinion of students about the quality of educational activities in the distance learning format during the COVID-19 pandemic and other periods; to identify the difficulties that the participants of the educational process overcame in connection with the emergency transition to online learning; to determine the prospects of the developed online learning system at the university level.

Research Methods: Theoretical – analysis of literature on the topic of the study, empirical – questioning through written and oral questioning, qualitative and quantitative analysis of research results. In addition, the published results and theoretical approaches of similar Russian and foreign studies were analyzed [1; 2; 3; 4; 5; 6; 10, 11].

Conclusions and Recommendations: The results obtained in the course of the study show that students mostly positively assess the transition to distance education; however, forced digitalization has also revealed the opposing sides of this transition; according to the authors, it is necessary to develop the principles of a mixed system of the educational process, providing for a combination of online and offline formats following the requests and specific conditions of educational activity depending on the orientation and profile of the training.

Keywords: educational strategies in a pandemic, electronic educational environment, online and offline learning.

I. Introduction

In 2020, the global COVID-19 pandemic affected many areas of human life, and education was no exception, the structure of which required a radical restructuring. Instead of the traditional format, which provides for contact interaction between students and a teacher, a new form has appeared – distance learning. The terms "innovative" and "traditional" education and the idea of their alternativeness did not appear in the XXI century, but in 1978 in a report to the Club of Rome. A group of scientists who drew the attention of the world community to the fact that the principles of traditional education are inadequate to the requirements of modern society for the individual and the development of her creative abilities. Innovative training in this report was interpreted as focused on creating a person's readiness for rapidly coming changes in society, willingness for an uncertain future through the development of creative abilities, various forms of thinking, as well as the ability to cooperate with other people. Summarizing the specifics of innovative (training, it is necessary to highlight its features: the openness of learning to the future, the ability to anticipate based on constant reassessment of values, and the ability to work together in new situations. In the monograph "Technological business education of adults. Methodology and practice" S.A. Schennikov writes: "with the changing role of science in people's lives, changes in approaches to the construction of the content of education are required. If earlier the content of education was based solely on scientific knowledge, now scientific knowledge should become only one of the components of the content of education" [17, p.9].

In connection with the transition of humankind to a new era of its existence, education will change more over the next few decades than in all the 300-plus years that have passed since the emergence of the modern schools as a result of printing. In the above work "Technological business education of adults. Methodology and practice, "the authors emphasize that "a society in which knowledge becomes a genuine capital and the main resource imposes new, moreover, strict requirements on educational institutions in the sense of their educational activities and responsibility for it" [17, p.9].

Thus, the distance education format has become a new innovative type of education, which in the context of the global COVID-19 pandemic, has become an outlet for ensuring the continuity of the educational process. Digitalization is gaining momentum at a rapid pace in many areas of academic activity: retraining and advanced training, obtaining additional professional education, where movement is no longer feasible without digital technologies since in most cases, it is carried out on the job with the help of open education tools, providing many opportunities for obtaining both essential and additional knowledge and providing "accessibility while maintaining quality" [9, p. 267].

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However, at the level of getting secondary vocational and higher education, the situation is not quite so clear.

II. Theoretical Analysis of the Literature

The possibilities of open education using digital technologies have been actively discussed by researchers for a quarter of the XXI century in connection with the tasks of developing the concept of inclusive education, the formation of educational programs based on flexible educational trajectories, the introduction of artificial intelligence systems into the educational environment [1; 5; 6; 8; 9].

However, the quarantine measures due to the COVID-19 pandemic revealed that both teachers and students were not ready for a complete and rapid transition from the traditional education format to digital. This conclusion is confirmed by the results of numerous studies, which indicate that the quality of education has significantly decreased [1-9].

Research Base: The study involved 100 1st-year students of the State University of Management receiving professional education in the following areas of training: Hotel and Restaurant business, Management, Innovation, Sociology and Psychology of Management, and Business Informatics.

Research Methods and Techniques: - Theoretical (analysis of psychological and pedagogical literature, analysis, comparison), - empirical (ascertaining experiment, questionnaire), - qualitative and quantitative analysis of the data obtained. The survey was conducted using a semi-structured interview, which included the following questions:

1. What are your associations with distance learning (BEFORE)?
2. Which training system is preferable for you: online or offline?
3. Does the DO system inherent in your educational institution meet your expectations and educational needs?
4. What, in this regard, are your wishes for teachers, administration, and students?
5. What, in your opinion, are the prospects for UP?
6. Does the form of the educational process affect your self-organization?

The students' answers are given in the following tables.

Question 1. (completion of the task as a percentage)	Ineffective	Ambiguous, contradictory	Positive	Both positive and negative
What are your associations with distance learning?	30%	30%	20%	20%

Question 2. (completion of the task as a percentage)	Online	Offline	Mixed Option
Which learning system is preferable for you: online or offline?	20%	50%	30%

Question 3. (completion of the task as a percentage)	Yes, he answers	No, he doesn't answer	Responds, but a number of changes are needed
Does the DO system inherent in your educational institution meet your expectations and educational needs?	50%	20%	30%

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Question 4. (completion of the task as a percentage)	For teachers,	For students	For administration
In this regard, what are your wishes for teachers, administration, and students?	1) For the lecture format, it is necessary to accompany the information with visual sources; 2) When conducting practical classes, the use of interactive forms of learning to a greater extent.	1) Greater involvement in the educational process	1) The need to provide equipment for conducting classes in a remote format; 2) Conducting training sessions and advanced training courses on the use of new digital technologies for teachers.

Question 5. (completion of the task as a percentage)	Advantages	Disadvantages
What are the "pros" and "cons" of distance learning, in your opinion?	1. Availability of free time 2. The emergence of great opportunities for communication 3. Availability 4. Studying the material independently (improving memorization and understanding of a number of topics) 5. Equal rights of people with disabilities 6. Psychological comfort	1. Lack of socialization 2. Relaxed atmosphere in the classroom 3. Lack of practical training for certain specialties 4. Deterioration of health: vision loss, weight gain 5. No reduction in tuition fees in the distance format 6. Mastering the program by 30% out of 100 %

Question 6. (completion of the task as a percentage)	Affects	Does not affect
Does the form of training affect your self-organization?	60 %	40%

III. Research Results

Thus, as a result of the survey of students, the problems of a technical, psychological, didactic and educational nature that the participants of the educational process faced during the period under review were identified; the hypothesis about the social consequences and risks of forced transition from offline to online learning during the pandemic was confirmed, such as: insufficient level of general education and professional training of specialists, who received pedagogical education in the period under review; a decrease in overall satisfaction with the educational activities of all participants in the educational process; in the view of students – a decrease in their motivation for learning activities, difficulties in developing emotional and social intelligence, a decrease in the level of self-organization, in addition, challenges in forming the communicative competence of future teachers, which complicates their further professional adaptation in changing conditions of activity.

Based on the responses of students of the State University of Management, the author identifies the following social risks from the situation of forced forcing of digitalization of education during the pandemic: insufficient level of professional training of specialists who received secondary and higher education in the period 2020-2022; decrease in the communicative competence of students; decrease in their motivation to study; deterioration of the health of participants in the educational process, primarily decreased vision, deterioration of the musculoskeletal system, overweight; deviations in behavior. Thus, "the distance format will not be able to completely replace the traditional format soon" [12; p. 149] since it does not contribute to the realization of the fundamental task of education as a

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social institution – the transmission of generational experience, cultural values, since the impact and influence of the teacher, the teacher today is complicated by the lack of direct contact interaction.

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Learning Strategies of Francophone Learners in Selected English Medium of Instruction Schools in Cameroon

By Ndzana Messina Marie Andrée & Professor Njwe née Amaa Eyovi

Abstract- This study focuses on the learning strategies of learners from Francophone backgrounds immersed in English Medium of Instruction schools (EMI) in Yaoundé, Cameroon. It also investigates the challenges faced by the students in effectively applying and using these strategies. To this effect seven English medium of instruction schools were identified and chosen in the capital city of Yaoundé and used for this study. In the selected schools four hundred learners who hailed from Francophone homes and were immersed in the English Medium of Schools were chosen and used for this study. The tools engaged for this research endeavor comprised classroom observation, interview and the questionnaire. The results from our investigation showed that these learners used Cognitive, Metacognitive, Affective, Social as well as Authority-oriented strategies. It should be noted that the learners faced different challenges in applying the different strategies. In general the strategies worked out well because the students accomplished their goals which included success in learning content subjects as well as the acquisition of improved proficiency in the English language.

Keywords: *learning strategies, english medium of instruction, challenges.*

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Learning Strategies of Francophone Learners in Selected English Medium of Instruction Schools in Cameroon

Ndzana Messina Marie Andrée [α] & Professor Njwe née Amaa Eyovi [σ]

Abstract- This study focuses on the learning strategies of learners from Francophone backgrounds immersed in English Medium of Instruction schools (EMI) in Yaoundé, Cameroon. It also investigates the challenges faced by the students in effectively applying and using these strategies. To this effect seven English medium of instruction schools were identified and chosen in the capital city of Yaoundé and used for this study. In the selected schools four hundred learners who hailed from Francophone homes and were immersed in the English Medium of Schools were chosen and used for this study. The tools engaged for this research endeavor comprised classroom observation, interview and the questionnaire. The results from our investigation showed that these learners used Cognitive, Metacognitive, Affective, Social as well as Authority-oriented strategies. It should be noted that the learners faced different challenges in applying the different strategies. In general the strategies worked out well because the students accomplished their goals which included success in learning content subjects as well as the acquisition of improved proficiency in the English language. However, it was discovered that many students encountered various challenges in the process. In this paper therefore, those challenges are identified and described accompanied by relevant methods to overcome them.

Keywords: learning strategies, english medium of instruction, challenges.

I. Introduction

While some people view success as the goal of learning, be it language learning or, content subject learning is success (academic success) others have as main goal knowledge gain. Various methods and approaches are used in the learning process to achieve the expected goals. These methods used by these learners are known as learning strategies. While some learners use these strategies in an environment arranged or established for them, others use these strategies in an environment in which they are forcefully (unconsciously) registered. It is the case of Francophone learners registered in English Medium of Instruction schools (EMI). The study thus sets out to study the learning strategies of Francophone learners in EMI schools. The study is on Francophone learners studying in selected EMI schools in the capital city of Yaoundé. Since the 1990s Francophone parents have been registering their children in EMI schools. It was a bizarre phenomenon because a medium of instruction had expressly been set for this group of students following the historical realities of Cameroon. The English Medium of Instruction (EMI) was established for Anglophone learners and the French Medium of Instruction (FMI) was established for Francophone learners, however, more and more Francophone learners tend to be registered in EMI schools.

Recent studies on EMI in the French-speaking regions of Cameroon (Anchimbe 2007, Kuchah 2013, Mforteh 2008) have identifed the critical role of parent's perceptions of the economic and instrumental value of EMI on their decisions to send their children to English medium schools. According to Mforteh (2008) EMI was particularly popular in urban Francophone areas where younger parents perceived bilingual education in English and French as the basis for progress, educational opportunities, and social mobility. It is also claimed that the choice of EMI in Francophone Cameroon results from parent's awareness of the international spread of the English language (Kouega 1999; 329). Based on studies that examine the economic advantages of EMI (Casale and Posel 2011; Dearden 2014; Pinon & Haydon 2010), the driving force behind the significant growth in the use of EMI, particularly across the global south, is mainly an assumed relationship between proficiency in a 'global' language and the economic development of a country. Studies that have however addressed the current interest in EMI in Francophone regions of Cameroon (Abongdia & Willans 2014; Anchimbe 2007) have pointed to the instrumental benefits to individuals rather than for national development. Kouega (1999:39) studies the high demand of English-medium schools in urban centers results from the failure of the equal promotion of English with French (as stipulated by Section 1.1.3 of the 1996 constitution). He observed that some parents tend to register some of their kids in English-medium schools because they are not satisfied with the bilingualism policy of the country and are aware of the importance of the English language worldwide. The immersion is equally explained by the fact that many parents from Francophone homes had gone through EMI, it is thus evident that they registered their children in EMI schools.

II. The Problem

More and more learners from Francophone homes tend to register in EMI schools and knowledge acquisition is one of the main goals. These learners will thus have to adopt methods and strategies to cope in this learning environment not designed for them from

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the onset. The learners might however encounter different challenges in using the different learning strategies.

III. Theoretical Framework

Two theoretical frameworks were used in this research work; Vygotsky's socio-cultural theory and Gagné's learning theory.

The socio-cultural approach emphasizes the interdependence of social and individual processes in constructing. Though young language learners (especially young English language learners) were at the heart of this approach, we will use this approach on learners who have already acquired the language and are thus developing strategies (consciously or unconsciously) to succeed academically. Vygotsky's socio-cultural theory explains how individual mental functioning is related to cultural, institutional, and historical context; hence, focus of the socio-cultural perspective is on the roles that participation in social interactions and culturally organized activities play in influencing psychological development. Vygotsky (1978) posited that social factors are necessary processes to development. He argued for the uniqueness of the social milieu and regarded sociocultural settings as the primary and determining factor in developing higher forms of human mental activity, such as voluntary attention, intentional memory, logical thought, planning, and problem-solving. His most outstanding work is the concept of Zone of Proximal Development (ZPD), which is regarded as a remarkable contribution in the domain of education and the learning process.

One of the fundamental concepts of socio-cultural theory according to Lantolf (2000) is its claim that the human mind is mediated. Lantolf (2000) claimed that Vygotsky found a significant role for what he called tools in humans understanding the world and themselves. Vygotsky advocated that humans do not act directly on the physical world without the intermediary of tools. Symbolic or signs tools according to Vygotsky were artifacts created by humans under specific cultural and historical conditions, and as such carry with them the characteristics of the culture in question. These tools are thus primarily cultural. These cultural tools constitute the learners' environment.

The socio-cultural theory is now described as

Every function in the child's cultural development that appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). It applies equally to voluntary attention, logical memory, and the formation of concepts. The higher functions originate as actual relationships between individuals (Vygotsky, 1978: 57). The theory revolves around scaffolding, mediation, and zone of proximal development.

IV. Gagné's Learning Theory

Gagné is associated with the cumulative learning theory. His theory posits that behavioral learning results from cumulative effects of teaching (Kennedy L, 2009). Gagné considered learning as a significant causal factor in development rather than a factor merely involved in adaptation. Robert Gagné is viewed a bridge theorist because he took the best of both worlds: behaviorism and cognitivism create his instruction and design. Gagné posits that learning results in behavioral changes that are observable. Gagné called these changes behavior outcomes. Gagné (1985, in Gagne, et al. (2005:7) contended that instruction must consider all external factors such as environment, resources, and management of learning activities which interact with internal conditions such as state of mind that the learner brings to the learning task, previously learnt capabilities, and personal goals of the individual learner. Gagné's internal factors that other instructional designers did not consider are very important factors that can affect the academic performance of learners in one way or another. Conditions of learning are important to Gagné's ideas of instruction. That is, internal conditions deal with what the learner knows prior to the instruction, external conditions deal with the stimuli that are presented to the learner, a typical example includes instructions provided by the teacher (Rostami K and Ishaq S, 2011).

In this theory, Gagné mentioned outcomes which are according to Gagné descriptions of educational goals in terms of what is to be accomplished through the prescribed learning activities (Ngussa B M 2014). Gagné also maintained a cognitive perspective in which learning was organized from an individual's effort to construct his or her own personal knowledge. Gagné mentioned different learning outcomes expected from learning.

The taxonomy of learning outcomes takes into consideration the Cognitive domain (cognitive strategies, intellectual skills as well as verbal information) and the Affective domain. Gagné put forward nine events of instruction which motivated him to set conditions for learning:

- Gaining attention Reception;
- Informing learners of objectives;
- Stimulating recall of prior learning Retrieval:
- Presenting stimulus material -Selective perception:
- Providing learning guidance- Semantic encoding:
- Eliciting performance (practice) - Response generation
- Providing feedback - Reinforcement
- Assessing performance - Metacognition
- Enhancing retention and transfer – Generalisation (Gagné R, 1992)

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V. Research Methodology

Four hundred respondents from seven (7) EMI schools were chosen for the study. The respondents were form five, lower sixth and upper sixth students.

Students from Francophone homes were chosen from different EMI schools in Yaoundé (both private and secondary). The students represented Francophone learners from the eight French-speaking regions of the country. Boys and girls were chosen for the research work. The respondents include a research population made up of four hundred students. Four hundred questionnaires were thus analyzed for this research work. The students came from seven different schools: Saint Benedict College, Government Bilingual High school (GBHS) Ekorezock, Government Bilingual Technical School Yaoundé (Ngoakele), Genius Centre, Holy Infant, Government Bilingual High school Etou-Gebe and Gaieté International School Complex. Non-public and public schools were chosen because the discipline and follow-up of students in private schools is believed to be different from that of government schools. Moreover, private schools do not always have an adequate (sufficient) trained staff. Furthermore, there seems to be a better follow up of students in private than in government schools. To avoid bias we chose public and private schools.

As mentioned earlier, students from form Five to upper sixth were selected for this research work. We chose these three classes because they are examination classes. In Form five, students sit for the Ordinary Level General Certificate of Education examination (O-level) and in upper sixth, students sit for the Advanced Level General Certificate of Education examination (A Level). However, in lower sixth, students prepare themselves for the A-level. Moreover, lower sixth students who deem themselves capable can decide to sit for A-level in lower sixth. Furthermore, these are classes in which the students are supposed to be more conscious since they have to go through end-of-course (ongoing) national examinations. Students are equally believed to be more focused and concentrated at this level and to have developed different learning strategies.

A class Observation was equally carried out to see how these students directly or indirectly use learning strategies in a classroom when they do not understand a lesson or when they answer a question during in school.

a) Learning Strategies

The reading frequency of the students is addressed in this research work. Students were asked if they loved studying, why they loved studying and how they study both in school and at home.

Considering that these students are from French-speaking homes and are studying using English, the methods (strategies) used in learning the subjects which are taught (by teachers) and analyzed (by these learners) using the English language were equally addressed. We grouped the methods under different strategies. Added to this, the students were asked if they understood the lesson in class and how they work when they do not understand the lesson while in class.

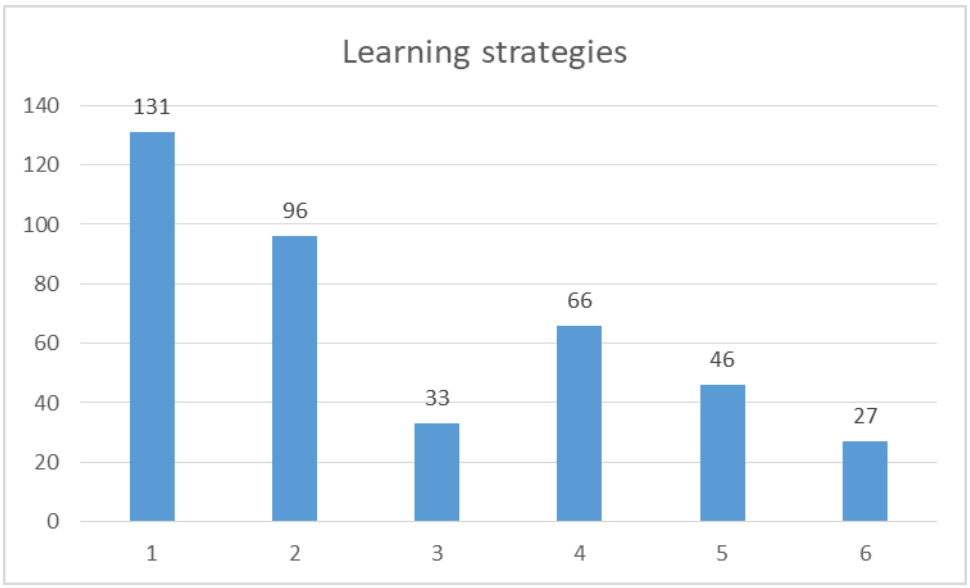
We equally addressed the learning strategies used by the learners at home, as how they revised their lessons; moreover, the students were asked how they proceeded when they did not understand a lesson. The techniques will be classified accordingly. On the distributed questionnaires on learning strategies, the following answers were given by the respondents:

Of the 400 students who took part in this fieldwork,

- 131 (32.75%) students admitted asking questions to their classmates when they did not understand (social strategy);
- 96 (24 %) students admitted asking questions to their teachers when they did not understand (social strategy; authority-oriented):
- 33 (8.25 %) students said they listened to the lesson and later put this lesson into practice (metacognitive):
- 66 (16.5%) students admitted that they just copied their notes (did not care):
- 47 (11.75%) students paid attention to the lesson, took down notes (major points of the lesson) and later asked questions when necessary (cognitive strategies);
- 27 (6.75%) students said they discussed each other's difficulties amongst classmates after the lesson (social strategies).

Learning Strategies in Classrooms											
Social Strategy						Metacognitive Strategies		Cognitive Strategies		Do Not Care	
Request classmate's help		Request teacher's help		Discuss the lesson together		Practise the lesson		Jot important points		Just copy the notes	
number	%	number	%	number	%	Number	%	Number	%	Number	%
131	32.75%	96	24.%	27	6.75%	33	8.25%	47	11.75%	66	16.5

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Learning Strategies of the learners

Based on the collected data, the researcher discovered that these students had different revision strategies like.

- Social strategies (studying with classmates)
- Plan their work (metacognitive strategies)
- Request the help of the teachers (authority-oriented strategies)
- Put the lesson into practice (metacognitive strategies)
- Take down notes: (metacognitive strategies)
- Draw a working timetable (metacognitive strategies)
- Carry out online research (metacognitive strategies)
- Discuss each others difficulty (motivational strategy)
- Summarise the lesson (cognitive strategy)
- Studying using the class timetable
- Authority-oriented

Regarding learning strategies, many students (32.75%) use social methods (address difficult questions with classmates or request their classmates to explain a lesson they have not understood). To Romero A (2012), as fundamental in learning activities especially in language learning activities. The social strategy is a way to improve the motivation of the student who is learning the language. The objectives of these learning strategies is mostly educational; that is success in classroom and examinations. They believe that believe that these learning strategies can help them succeed exams and move to the next level, enter into great universities or go out for better jobs. To Gagné (1985, in Gagne, et al (2005: 7), instruction must take into account the whole set of external factors like environment, resources and management of learning activities. These external factors interact with internal conditions such as state of mind that the learner brings to the learning task, previously learnt capabilities, and personal goals of the individual learner. It means that the environment of the student and personal goals consciously or unconsciously influence the learner in his or her learning environment. Social strategies enhance learning, that is, the learner learns with a goal in mind. Therefore, the learner puts in the necessary resources to achieve the expected objectives. In the different content subjects, each student uses different strategies. These students thus employ these strategies because they have various learning goals to attain. The students adapt these goals to their different learning strategies in order to obtain the behavioral and educational outcomes. The behavioral outcome here is what the individual expects to learn or to achieve (instrumental motivation). Considering that we have more individual than social strategies, the learners do not only depend on their teachers or on their classmates but more on themselves and their efforts. These factors come into play in the students learning. The strategies are thus individually goal-oriented. The learners usually request the aid of smarter classmates either from Anglophone or Francophone parentage or both. The social environment in which the learner finds his/herself equally contributes to the learning of the learner. Nevertheless, these learners unconsciously use these strategies. With these strategies, classmates or seniors (scaffolding) are involved. With the aid of classmates or seniors, these learners later construct their knowledge to make them independent independent and depend on themselves) by using the English language.

Furthermore, Gagné maintained a cognitive perspective in which learning was organized through individual's effort to construct knowledge. Using other documents or online research constitutes the personal

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research of the learner, the learner therefore tries to organize his/her personal knowledge by going beyond what was taught in class. It is important to note that these strategies are not only common to this group of learners. These strategies may seem simplistic, but these learners have to adapt to the Anglophone milieu in which they find themselves, they do not only have to adapt to the milieu but must equally succeed in this milieu, thus the use of these strategies. These strategies go beyond the simple revision of lessons taught in the classroom. Mastery of the English language is already an advantage for them, but they must use different resources. Linguistic adaptation at this level is at the academic level. Instrumental motivations are the main trigger behind this willingness to learn. Adaptation is equally viewed at the linguistic level with the fluent use of the English language. Considering that the learner always uses this strategy, this strategy becomes subconscious and consequently a routine for the learner, especially metacognitive strategies. Summarizing, an aspect of metacognitive etchnique helps students to explain the meaning of information and to store this information in long-term memory (Senemoglu, 2010 in Nuri Doyan, 2015).

According to Gagné, there are different learning outcomes expected from learning. The taxonomy of learning outcomes considers the cognitive domain (cognitive strategies, intellectual skills and verbal information) and the affective domain. According to S S Wijirahayu and P Dorand (2018), we have to consider the importance of affective strategies in contributing to the student's speaking performance as far as language learning is concerned. Therefore, a model of affective techniques training, through the combination of variables is expected to overcome the challenges and create autonomous learning that impacts more the students speaking performance to increase the student's awareness and responsibilities to learn (S Wijirahayu and P Dorand (2018). These learning strategies include anxiety reduction, self-encouragement and monitoring emotions sub-variables. In the affective domain, we witness the interaction of students of how those who do not understand the lesson address their difficulties to their classmates to obtain better results. We equally noticed that stronger students tend to encourage weaker students. There was equally an aspect of monitoring, that is, weaker students accept to be monitored by the stronger ones. Moreover, positive attitudes of these students towards the English language and EMI constitute affective strategies which consciously or unconsciously motivate the students to succeed in EMI schools.

Regarding intellectual skills (which are part of metacognition strategies) mentioned earlier, the student tends to seek more information either online, from personal documents or their classmates. The students also tend to employ cognitive strategies such as assessing information from revised notes. These works here are more personal and individual considering that the expected outcomes of the used strategies are more personal than societal. It shows the academic consciousness of the students working to achieve their goals. The expected opportunities of these learning strategies are also outlined. Nevertheless, metacognitive strategies enable the learners to organize their skills.

Moreover, discussing difficulties amongst each other comes in as a motivational strategy. Rheinberg (2000) described motivation as an activating orientation to a target status which is regarded as positive. According to Rheinberg (2015), motivation influences the action duration and intensity. It implies that one of the main reasons why these students have attained the level in which they find themselves is their positive reaction towards EMI.

Furthermore, by using strategies such as online research, drawing a personal timetable or using other documents, the children go beyond the acquired knowledge learned in class by developing their learning skills and capacities. These students thus become intellectually autonomous; they move beyond their expected knowledge and capacities, adequately described in Vygotsky's Zone of Proximal Development (ZPD). Vygotsky's socio-cultural theory firstly assesses the children intellectual abilities then, secondly, evaluates the instructional practices. Vygotsky posited that a child could go beyond his present developing capacities. These actual capacities lead to other innovative and instructional learning capacities. While these students move from one class to another or from one level to another, they will adopt different strategies to adapt to the milieu (level) they find themselves. These strategies result from what they have learned and from their expected outcomes.

Online research and additional documents constitute tools used by learners in learning. This online research constitutes metacognitive strategies. It means that the learner upgrades knowledge and thus acquires new or additional information. the notion of intelligence comes in as Piaget (1983) defined intelligence as a particular instance of biological adaptation. It thus supposes that intelligence is essentially an organization and that its function is to structure the universe just as the organism structures its immediate environment (Plucker, 2004). The teacher and the learning environment (class room) enable the children to stimulate the students learning capacities, the teacher acts as a guide to the students, meanwhile English language use an adaptation strategy. In case a student does not master the English language, that student can neither read nor write the given lessons. These students thus use this linguistic strategy to develop other techniques which will permit them to adapt to their learning environment and to succeed in different class examinations. It can be explained by the fact that the

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students learn in the English language. We should note that that online research broadens the knowledge of the learner as he/she comes across different studies.

Social strategies are also used by these learners. The learners learn through interaction with their classmates and peers. There is a social and collaborative mode of learning as stipulated by Vygotsky; intelligence is developed through social interaction. The learners use this social interaction to elaborate other learning techniques which will develop their intelligence. Vygotsky believed that learning is done through interaction, through which the learner built sufficient skills to learn alone. Therefore, social strategies permit learners to understand through explanations given to them by their classmates, which the learners later develop or when they find themselves alone. Social strategies thus permit the learner to construct his/her knowledge. Furthermore, social learning strategies lead to cumulative learning as learners learn from each other, thus acquiring knowledge and abilities.

Regarding the above discussions, it is observed that these students consciously or unconsciously construct their knowledge through the different learning strategies employed, thus knowledge construction. Learning strategies are either carried out at the individual or societal level. These learning strategies are more mental (non-observable strategies) and behavioral (observable strategies). Behavioral strategies are mainly observed in classrooms. non-observable strategies are mainly used at home or during revision. Behavioral strategies include taking down notes, summarizing, asking questions (either to the teacher or classmate) and discussing difficulties faced (amongst students).

It is however important to note that all these strategies result from the determination of the students to succeed. This determination comes from the attitudes and motivations of the students. These attitudes and motivations fall under affective strategies in the absence of these motivation and positive attitude towards EMI, these students could not develop strategies which will enable them to succeed in their learning environment. The motivation and positive attitudes constitute the mental aspect of the learning strategies. So according to (Claas Wegner1, Lea Minnaert and Friederike Strehlke 2013) learning strategies help to store particular facts in the long-term memory. Apart from the classical repetitive learning of word or vocabulary lists, content like rules and tables can be learned through memorizing techniques. Furthermore, learning strategies enable the learner to possess a good degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. This just implies that the outcome of learning strategies is knowledge construction.

VI. Difficulties Encountered by Students

Though these students use different strategies to cope in the learning milieu in which they find themselves, these students equally have difficulties in using these strategies.

Out of the 131 students who used social strategies, 6 (4.6 %) students admitted that sometimes they are shy to ask questions to their teachers when they do not understand a lesson in class 7 (5.38%) students admitted that sometimes they are shy to request the help of their classmates. Meanwhile 9 (6.9%) students admitted that when they ask questions to their classmates they are not convinced of the answers given to them by the latter. Out of the 130 students who used social techniques just 108 learners were able to cope. They have difficulties in different degrees. Furthermore, out of the 131 students who used social strategies 50 students admitted that sometimes they are humiliated by classmates when they ask proper explanations of the lesson.

Regarding cognitive strategies such as taking down notes, some students who used these strategies admitted that when they got back home they sometimes realized that some facts or points were missing and this rendered revision difficult.

Moreover, though these students use different techniques, their social techniques are mostly limited to the classroom environment, of the 400 students we interviewed, 280 students admitted that they receive little or no aid from their parents because their parents do not master the English language.

When the 66 students who admitted that they just take down notes were asked why they just copy down notes, 50 that is 83.3% students admitted that they are afraid to ask questions to the teacher and classmates meanwhile ten that is 16.6 % students admitted that requesting better explanations from their classmates is a humiliation so they will instead try and understand the lessons by themselves.

VII. Proposals for Overcoming Challenges

It is Important to note that more and more students from Francophone homes will be immersed in EMI schools, even outnumbering students from Anglophone homes. Consequently, a teacher who enters into such classes should be conscious of the fact that there are students from two different backgrounds in their classes and should thus adapt their teaching strategies in such a way that learners from francophone backgrounds will quickly grab the lesson.

Moreover; parents have a pedagogical role to play in this context, especially parents who have never been to EMI schools, These parents have to accompany

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their students both at the psychological and academic levels. There must be a continuous follow-up of these students when they get home, Moreover these parents must similarly make sure they are versed in the English language in such a way that English speaking is not only limited to the classroom environment but should equally be extended in homes,

VIII. Conclusion

This work studied the learning strategies of Francophone learners in EMI schools. The focus was on content subjects. The collected data showed different strategies used by the learners. These strategies were both consciously and unconsciously used by the learners. The collected data showed that social strategies are the most used strategies by the learners in classrooms. Meanwhile, at home, these students mostly use cognitive and metacognitive strategies. English language speakers in EMI schools could equally use these strategies; however, these strategies are unconscious coping strategies used by Francophone learners in EMI schools. It should similarly be noted that these strategies are both non-observable that is mental strategies and noticeable strategies.

This study revealed that some of these students faced different challenges while using these strategies. These problems were mostly witnessed with students who used social and cognitive strategies. The difficulties are primarily at the psychological and affective levels. Teachers and parents have an important role to play in solving the different problems faced by their learners and children.

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The Experience of Reforestation as a Link to Education Environment in Elementary Schools in Tlapa de Comonfort, Guerrero, Mexico

By Ediht Vivar Nava

Abstract- We are faced with the destruction of vegetation that are lost for different causes and reasons, deforestation is becoming more noticeable every day for all living beings. It is for this reason that the human being must look back at those spaces that need to be reforested and take them into account to carry out the necessary reforestation, as well as, to learn to act more rationally in future actions that we undertake. However, these deforested spaces are sometimes so immense that it is difficult to carry out any action. But on other occasions, the human being has the opportunity to carry out small actions that contribute to the care of the earth and preserve the vegetation that is within reach of the context in which he inhabits.

For this reason, the teachers in administrative functions of the regional coordination of ecology of the delegation of educational services of the high mountain, located in the city of Tlapa de Comonfort, state of Guerrero, Mexico; they learned to reproduce a tropical plant called ficus, which although not considered native to the region, it has adapted to the local climate, in order to contribute to the reforestation of primary schools.

Keywords: environmental education, environment, nature, preservation, reforestation.

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The Experience of Reforestation as a Link to Education Environment in Elementary Schools in Tlapa de Comonfort, Guerrero, Mexico

La Experiencia de la Reforestación Como Vínculo Para la Educación Ambiental en Escuelas Primarias de Tlapa de Comonfort, Guerrero, México

Ediht Vivar Nava

Resumen- Ante la destrucción de la vegetación que se pierde por diferentes causas y motivos, la deforestación cada día es más notoria para todo ser viviente. Es por ello, que el ser humano debe volver la mirada a esos espacios que necesitan ser reforestados y tomarlos en cuenta para realizar la reforestación necesaria, así también aprender a actuar de forma más racional en las acciones futuras que emprenda. Sin embargo, esos espacios deforestados, en algunas ocasiones son tan inmensos que es difícil realizar alguna acción. Pero en otras ocasiones, el ser humano tiene la oportunidad de realizar pequeñas acciones que contribuyan al cuidado de la tierra y preservar la vegetación que se encuentra al alcance del contexto que habita.

Por tal motivo, los docentes en funciones administrativas de la coordinación regional de ecología, de la delegación de servicios educativos de la montaña alta, ubicada en la ciudad de Tlapa de Comonfort, estado de Guerrero, México; aprendieron a reproducir una planta tropical llamada ficus, que, aunque no se considera nativa de la región, se ha adaptado al clima del lugar; con la finalidad de contribuir a la reforestación de las escuelas primarias.

Conviene señalar que, para la producción de las plantas, se utilizó la técnica "acodo aéreo", así como materiales tomados de la propia naturaleza como: tierra negra, tierra llamada lama, planta de sábila y agua. Las plantas fueron donadas a las diferentes instituciones educativas del lugar, para contribuir a la reforestación de los espacios escolares y de esa manera disfrutar de los beneficios que proporcionan al medio ambiente.

Palabras clave: *educación ambiental, medio ambiente, naturaleza, preservación, reforestación.*

Abstract- We are faced with the destruction of vegetation that are lost for different causes and reasons, deforestation is becoming more noticeable every day for all living beings. It is for this reason that the human being must look back at those spaces that need to be reforested and take them into account to carry out the necessary reforestation, as well as, to learn to act more rationally in future actions that we undertake. However, these deforested spaces are sometimes so immense that it is difficult to carry out any action. But on other occasions, the human being has the opportunity to carry out small actions that contribute to the care of the earth and preserve the vegetation that is within reach of the context in which he inhabits.

For this reason, the teachers in administrative functions of the regional coordination of ecology of the delegation of educational services of the high mountain, located in the city of Tlapa de Comonfort, state of Guerrero, Mexico; they learned to reproduce a tropical plant called ficus, which although not considered native to the region, it has adapted to the local climate, in order to contribute to the reforestation of primary schools.

It should be noted that, for the production of the plants, the "air layering" technique was used, as well as materials taken from nature itself such as: black earth, earth called lama, aloe vera plant and water. The plants were donated to the primary schools, to contribute to the reforestation of schools spaces and plus enjoy the benefits they provide to the enviroment.

Keywords: *environmental education, environment, nature, preservation, reforestation.*

I. Introducción

Actualmente el tema de la educación ambiental tiene mayor presencia en el ámbito internacional, nacional y local, dado que existen muchas instituciones e investigaciones que se encargan de ello. Así también destacan algunas instituciones educativas que ofertan la formación de los educadores ambientales y por otro lado existen algunos otros organismos gubernamentales y no gubernamentales que promueven la educación ambiental. Sin embargo, en algunos casos, la educación ambiental se difunde desde las propuestas laborales, como es el caso de docentes en funciones administrativas de la coordinación de ecología de la delegación regional de servicios educativos en la montaña alta, con sede en la ciudad de Tlapa de Comonfort, Guerrero.

Tlapa de Comonfort, Guerrero, está ubicada al oriente del estado, Para algunos historiadores, la palabra Tlapa es de origen náhuatl: Tlappan o Tlauhpan, que significa "lugar del almagre" o "sobre el almagre"; existen otros que sostienen que significa "lugar de tintoreros" y otros aseguran que proviene del vocablo náhuatl: Tlachinollan, que quiere decir "lugar de los campos quemados". (Martínez y Obregón, 2002). El agregado de Comonfort, fue en honor al presidente de aquel entonces, Ignacio Comonfort. El municipio de

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Tlapa de Comonfort, fue creado en 1948, actualmente es el lugar más representativo de los 19 municipios que conforman la región de la montaña.

En este lugar confluye una diversidad étnica, ya que cohabitan en dicho territorio culturas de pueblos originarios como los Me'phas, Na savi y los Nauas; cada grupo con su respectivas lenguas, costumbres y tradiciones muy particulares de la culturapropia, quienes conviven cotidianamente con los habitantes mestizos de la región.

De acuerdo a la información proporcionada por el departamento de estadística de la delegación regional de servicios educativos, en Tlapa de Comonfort, existen 113centros escolares de nivel básico; de los cuales 46 son de preescolar, 60 de primariay 7 de secundaria. De ahí que, la coordinación de ecología, dependiente de la Secretaría de Educación Guerrero, tenga como propósito la difusión de la educación ambiental y la promoción del cuidado del medio ambiente en los niveles de preescolar, primaria y secundaria.

Para ello, se tiene en consideración que la reforestación, es la actividad de mayor impacto dentro de las instituciones educativas del nivel básico; debido a que los docentes de los centros educativos organizan a los alumnos para realizar lareforestación dentro de las escuelas y principalmente les interesan las plantas que proporcionen sombra, pero no frutos. Porque los árboles con frutos ponen en riesgo a los alumnos, ya que ellos tienden a subirse a los árboles a cortarlos y en algunas ocasiones pueden sufrir algún accidente.

En este caso, la planta mayormente solicitada se llama ficus, que también es conocida como el laurel de la india, debido a que proporciona abundante sombra, no así fruto alguno. La planta del ficus, ordinariamente se cotiza en el mercado a un precio regular, que, multiplicado por varias plantas, ya hacen un total económico, que en muchas ocasiones los docentes no están dispuestos a pagar, porque carecen de esa economía. Sin embargo, esa fue la oportunidad que los integrantes de la coordinación de ecología tomaron en cuenta para poder ofrecer a las instituciones educativas la planta de ficus y contribuir a la reforestación local escolar.

Por lo que, como parte de su actividad profesional, los docentes en funciones administrativas, diseñaron un plan de acción consistente en:

- Ubicar el lugar donde hubiese ficus.
- Aprender a producirlas.
- Contribuir a la reforestación.

Es así que los integrantes de la coordinación de ecología, según Murillo (2015) paraatender a su realidad, llevaron a esta, un nuevo sistema de vida fundado en ideas yvalores, valiéndose de técnicas y conocimientos, que se aprenden y se enseñan enfunción de los fines sociales y educativos detectados, considerando estos de manera específica para dar respuesta a esa situación.

En ese sentido, la reforestación fue la alternativa para vincular la educación ambiental y promover el cuidado del medio ambiente. Ante esa perspectiva, los integrantes de la coordinación de ecología, poniendo en práctica sus saberes comunitarios, buscaron las formas y los medios para proceder a la producción de las plantas y de esa manera continuar con el objetivo planteado.

II. Desarrollo

En cuanto a la educación sobre el medio ambiente, de acuerdo a López (2010) es un tema que, en los últimos treinta años, se ha desarrollado como una corriente del pensamiento bajo el concepto de educación ambiental, que a su vez asumeactitudes en forma individual y de manera colectiva. Por lo que, los docentes en funciones administrativas, como profesionales de la educación, aprendieron a producir sus propios saberes, a partir de las necesidades que se les presentaron y de acuerdo al contexto en el cual se encontraron inmersos, todo como parte de su actividad e identidad profesional. (Díaz-Barriga, 2017)

Primeramente diseñaron el plan de trabajo y obtuvieron el permiso para poder realizar los acodos en los árboles de ficus, que se encuentran en las instalaciones de la unidad deportiva del lugar; que por ser un área recreativa municipal existe mucha vegetación, destacando los árboles ficus que proporcionan sombra abundante. El ficus es una planta tropical, que tiene muchas variantes, no es propia de la región, pero se ha adaptado al clima caluroso que predomina en el lugar, sobre todo el ficus conocido como laurel de la india.

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Figura 1: Árbol de ficus en la unidad deportiva.

Fue así que adecuaron los recursos materiales que tuvieron a su alcance y que eran parte de la naturaleza; para instruirse en la producción de plantas, las cuales eran necesarias para alcanzar el objetivo propuesto. Los materiales principales fueron los árboles que se encuentran en las instalaciones de la unidad deportiva, tierra negra y la tierra proveniente del rio Tlapaneco, llamada lama, además la planta de sábila.

En la versión de Ramírez (2000) "la educación ambiental es un proceso infinito de recuperación y construcción de saberes, sobre todo educativos, en estrecha relación con la producción, la sociedad y la naturaleza" (p. 61). Por su parte González (1997) refiere que la educación ambiental, no puede definirse exclusivamente a la temática que trata, sino que esta área, tiene que ser entendidadesde su carácter popular, como un proceso educativo que se encuentra ligado estrechamente a las necesidades y exigencias de la comunidad que se trate, así también de los intereses que se persigan.

De este modo se inició el proceso de producción del ficus y como tarea inicial, eligieron los árboles de ficus de altura media, para que en las ramas se realizara una técnica de reproducción llamada "acodo aéreo"; llamada así, porque la rama nose corta del árbol, sino que únicamente se desenraiza una parte de la rama y se cubre con tierra y enraizador natural, elaborado a base de la sábila, también conocida como aloe vera. Esa mezcla fue cubierta con plásticos de reúso y se amarraron con hilos. Los acodos fueron regados con agua durante un mes a mes ymedio, hasta que la rama tratada logró la raíz esperada; posteriormente se procedióa cortarla y a trasplantar en una bolsa de vivero que contenía tierra negra revuelta con tierra lama.

La lama es tierra muy fina que se puede encontrar a orillas de los ríos; en este caso, la tierra se extraía de las orillas del rio Tlapaneco y la tierra negra, que es suelta y seca, se encuentra debajo de los árboles frondosos y se le llama así, porque al extraerla, su color es negro; esta tierra se encuentra revuelta con las hojas que caende manera natural de los árboles y que, con el paso del tiempo, en su descomposición natural van formando una especie de capas. La tierra negra y la lama, juntas tienen la función de retener la humedad que las plantas necesitan.

Una vez que esos trasplantes de ramas se mantuvieron en las bolsas de vivero, se cuidó su crecimiento hasta alcanzar las óptimas condiciones para ser sembradas. Fue entonces que los integrantes de la coordinación de ecología, procedieron a donar las plantas a los alumnos y docentes de los centros escolares; quienes gustosos prepararon el lugar para reforestar. Para esta actividad, en algunos casos, se solicitó el apoyo de algunos padres de familia para excavar la tierra y facilitar la tarea educativa ambiental a los alumnos.

La cantidad proporcionada a cada centro educativo fue de 10 a 12 ficus, en algunos casos más o menos, de acuerdo a la ubicación y área a reforestar. Cuando el centro educativo no tenía espacio suficiente, las plantas fueron sembradas en macetas grandes para recrear el área escolar.

Es conveniente señalar que las escuelas primarias, fueron el campo de acción para las reforestaciones, debido a la edad de los alumnos y la disposición a trabajar fuera del aula, lo cual se convirtió en una nueva experiencia al aire libre. Por consiguiente, González (1997) señala que en el nivel primaria la educación ambiental debe posibilitar la comprensión de la problemática ambiental y las consecuencias que de ello derive, para lo cual se deben de tomar en cuenta factores históricos, culturales, económicos y ecológicos en el entorno.

Por tanto, se pudo detectar gran participación de los alumnos y docentes del nivel primaria respecto a la reforestación de los espacios escolares; adquiriendo la tarea de cuidar el crecimiento de las plantas hasta convertirlos en unos árboles; como ha sido el caso en algunos centros escolares, en donde los ficus embellecen las áreaseducativas.

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Figura 2: Árboles de ficus en la escuela primaria "Moctezuma".

Es necesario resaltar que, en algunas reforestaciones realizadas por los docentes y alumnos, los padres de familia también se vincularon con la educación ambiental,la cual "es de origen social y para su desarrollo se requiere revalorar su historia y relación con la naturaleza (dimensión ambiental) como premisa elemental para escoger el camino más adecuado" (Calixto, 2001, p.66). Además de que en la educación hacia el medio ambiente nada es acabado, todo sigue en constante aprendizaje y evolución, con miras hacia crear el proceso de la educación ambiental.

III. Conclusiones

Es importante señalar que la experiencia de la reforestación ha sido la actividad principal con la cual los docentes en funciones administrativas de la coordinación de ecología han compartido sus saberes, a partir de la reproducción de la planta delficus y con ello cumplir con sus actividades laborales. Así también han contraído el compromiso personal y profesional de vincularse a la temática ambiental, tan importante para los tiempos que vivimos, dado que el cuidado del medio ambiente es sinónimo de vida de todo ser viviente.

A pesar de los logros obtenidos, se mantiene la tarea de continuar trabajando para conservar nuestro hábitat desde una perspectiva colectiva; porque como seres sociales, vivimos, actuamos y nos relacionamos en comunidad. Por tanto, corresponde al ser humano cuidar en mayor o menor medida el entorno inmediato,a través de pequeñas acciones, que se convierten en la reciprocidad de la vida.

Con la contribución de la reforestación, los docentes en funciones administrativas, los alumnos y docentes de las escuelas primarias, experimentaron el contacto con la tierra y con el agua; siendo una actividad que los recreó en el tiempo de su participación, por ser una tarea que se realizó al aire libre y no dentro de un salón de clases. La reforestación conduce a la experimentación y a la gratificación; es una actividad práctica, visible y tangible, que conlleva a un aprendizaje significativo; el aprendizaje de re-aprender a cuidar el entorno y la vida de todo ser vivo en un contexto determinado.

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LMS System Requirements from the Libraries' Point of View

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Summery- Library services are essential for teaching. The LMS redesign concept should guarantee better integration of library services like catalogs, databases, media, as well as literature and information management. The comparison to other industries can be helpful: often, customer relationship is maintained and intensified by using customer accounts. You should consider especially customer accounts of banking systems and insurance companies. Banking online accounts offer many relevant customer relationship functions that could be helpful in library management systems, too. Also, involving librarian professionals in literature research can be helpful.

Keywords: e-learning; LMS; library system; databases; literature management; inquiry workflow; online account.

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LMS System Requirements from the Libraries' Point of View

Martin Roos

Summary- **Library services are essential for teaching. The LMS redesign concept should guarantee better integration of library services like catalogs, databases, media, as well as literature and information management. The comparison to other industries can be helpful: often, customer relationship is maintained and intensified by using customer accounts. You should consider especially customer accounts of banking systems and insurance companies. Banking online accounts offer many relevant customer relationship functions that could be helpful in library management systems, too. Also, involving librarian professionals in literature research can be helpful.**

Keywords: e-learning; LMS; library system; databases; literature management; inquiry workflow; online account.

I. Introduction

University libraries are literature and information service providers. They support departments at universities regarding literature requests. Library tasks include acquiring, licensing, and providing the necessary literature for research and teaching purposes. In teaching it is reasonable to supply students with easy and efficient access to this kind of information. The successful LMS redesign project pointing to better student support should definitely consider a better use of library services. The following essay will analyze possible requirements for a Next Generation LMS, except for technical, licensing, and data protection aspects which are analyzed afterward. Nowadays, in Covid-19 times, there's a discussion on the digitalization of the teaching process. We will examine how libraries can and should support virtual learning.

II. Information Literacy as a Skill

Libraries not only acquire and provide media but also teach information literacy. In Breivik and Gee [6, p. 193] we can find an early definition of information literacy. But you don't need information literacy not only for research but also for professional use of information and online search tools. For further information, see [44, 45]. This aspect, i.e. information literacy, is often ignored, like e.g. Bill Gates' keynote "Information at your fingertips": he gives an outlook on the future information society. He has no doubt about the user's ability to determine, collect and evaluate information [16]. The students' success, in fact, depend on the ability to find the parts of (scientific) data and publications that are relevant to their work. Additionally to literature provision, libraries should also supply the necessary skills to find and identify relevant literature. Reinitzer speaks of "assistance" and "support" [40, section 3 ii]. This need does not only apply to students, it also makes sense for pupils or employees in the economic environment [11, p. 9, 35]. An imparting of information literacy becomes more and more critical in librarians' work: they will be considered information brokers. The mission change in the 21st century is already part of discussion [49, p. 17 Organization section, 53, p. 66 section "The library in cyberspace"]. Especially the collaborative aspect is emphasized [3, p. 72 section "Collaboration: Creating Alliances"].

Universities emphasize more and more on teaching literacy skills. The perception started during the Bologna process in 1999, which pursued the goal of a Europe-wide education area and demanded the teaching of soft skills as interdisciplinary abilities and competencies [8, 13]. Information literacy is part of soft skills and should also be part of the curriculum, see [37], how published by the German Rectors' Conference Resolution in 2012 [21]. Please see [24, 44, 45] for more details on information literacy.

Nowadays, not only relevant specialist committees are discussing this object, but also the general public is aware of this matter [15].

Sometimes, libraries offer courses or events to teach information literacy [36], however, these are often separated from the "usual" teaching, i.e., the subject courses. Integrating the learning of information literacy directly into the classes seems to be more beneficial. When creating new teaching and learning environments, this environment also needs to reflect on how information literacy needs to be taught today.

One way of directly supporting students, and sometimes teachers, is to involve librarians in the learning environment. In this way the librarians can pass on their specialist knowledge now to the respective users or user groups if required. Bracsevits requests for such an active involvement: The "mediator" [note: the librarian] should be part of the community and actively help to shape it [7, p. 222].

Likewise, in the Anglo-Saxon world, the term liaison librarian is used [25, p. 4]: i.e. a person who acts as an intermediary or contact person who has the knowledge of how scientists of a specific discipline communicate with each other, and is able to give support to the process.

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The tasks of librarians are thus changing: starting from acquiring, storing, and presenting literature, they are now becoming an active part of the communication process in respective scientific communities.

III. Integration of Literature Quest in Subject Classes

A learning management system is a working platform for students and their learning activities. The scientific community dissociates from the idea of creating a digital copy of the frontal teaching situation. An LMS, instead, should support students actively in their specific learning situation. The idea is described by the term Adaptive Personalized Learning Environment, APLE [42, section "1 Introduction"].

Depending on the situation, students need additional and supplementary literature for their studies, but today this kind of literature is managed separately. Of course, it would be more beneficial to integrate these features directly in the learning environment, i.e. the specific literature should be part of the adaptive personalized learning environment. A requirement that applies to both learners and teachers. In this way, teachers can implement and manage an ad-hoc pool of literature and quotations, tables, graphics, media files, etc. for the used teaching formats.

During their studies, as part of seminars students have to produce documents like essays, presentations, or lectures as practice and preparation for their final theses [54, section "Hausarbeitsassistenz für Studierende", i.e. "Homework Assistance for Students"].

In general, scientific work also means "working with literature". Students should also learn this way of working, particularly scientific writing. For more details on this argument, see [1, 18, 19, 27]. Scientific writing also includes the quest for relevant literature. Students are supposed to work independently on topics, as used in practices, exercises, or seminars, so they have to be able to perform a literature quest. Often students receive credit points for their work. In order to help students on this issue, you have to form them on data search; at this point, information literacy skills come into play [54]. Students have to pick the relevant information and data from many sources. They have to extract information and use it as excerpt or quote in their thesis.

In the "traditional" way of working, students go to the public library to search for and lend books, journal articles, but also other kinds of media (audibles, film documents, etc.). This way of working can present inconveniences [32]. Many content is now available in digital form and can be accessed comfortably from home [31, 33]. An evolution from a purely print-related offer to a virtual library represents an organizational challenge for libraries [47].

The results are collected, structured, and evaluated. It is usually done at home or work while, among other things, using tools such as literature management programs (e.g., Citavi [10], Zotero [55]). The data is extracted from these sources and used in quotes. Many sources are available in digitized form, but it is often necessary to return to analog, i.e., printed inventories. Media discontinuities are unavoidable, and while the data transfer from library catalogs is possible, this procedure is usually cumbersome because often only simple exchange formats such as CSV exist. In addition, the connection to literature management software is manufacturer-specific, and powerful software is often subject to a fee. Manual post-processing of the data often cannot be avoided. The media discontinuities, data conversions, and data structuring require time that is not available to students. It is also an obstacle to the workflow and 'learning flow' [43, section "Flow-Erleben", i.e., "Experiencing Flow"].

It should be considered how to digitize these activities to reach a pure and as complete as possible digital workflow. This kind of seminar and class, require not only scientific literature, but also assistance and instructions on how to write scientific reports. A library should be equipped with an adequate stock of literature. For more details, see [1, 4, 18, 19, 34, 39].

IV. Libraries as Part of the Community of Interest

The research i.e. scientific working by using literature often takes place in seminars and technical classes, so it is reasonable to provide a follow-up. In the classes, a wide range of topics are worked on, and corresponding subtasks are given to the participants. The topic complex provides a common content framework, and thus the group of students forms a "community of interest". When the focus is on teaching information literacy in general, the library must be a member of this "community of interest" [7]. Being member can refer to the integration of literature sources (catalogs, databases) but it refers also to the librarians themselves because it is their task to teach information literacy. On the one hand, it is possible to treat information literacy in stand-alone introductory courses, i.e. in a rather abstract way. On the other hand, direct assistance can be provided on demand, in a given situation, with an actual request of a literature research process.

There are first successful steps in the field of the PoSuKo project (Portable Suchkontexte, i.e., portable search contexts, introduced by J. Haake, Chair of Cooperative Systems at FernUniversität in Hagen) [20]. The project was initially intended to support scientists. In second step it is used on a trial basis in a teaching environment, i.e., in seminars. The author, a member of the library, is involved in supporting research, i.e.,

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database selection, literature quest strategies, etc. Using tools like a (scientific) thesaurus or classification can benefit content structuring and context expansion. A scientific thesaurus or classification is a subject ontology and it contains subject-specific terminology. Students must learn subject-specific terminology [9, 29 p. 104, 30]. It is another topic conveyed by libraries.

The specific design of the working methods applied by the community of interest, i.e., the most reachable digital workflow, must be coordinated with learners and with teachers. The library as a service provider shares the needs of the community. Not only the current working methods must be digitally mapped, but there must be started a discussion on future working methods in a Next Generation Learning Management System. The workshop held at FernUniversität in Hagen in August 2020 has discussed specific requirements regarding to the integration of the library that should absolutely be considered.

This (digital) workflow should map not only the student requirements, but also the teacher requirements: It is the teacher who determines the topics and recommends literature. The teacher's working methods can differ from those of the students.

An approach that considers this range of functions would support and train scientific work with literature (text, media, etc.), and promotes the acquisition of information literacy.

New perspectives of information literacy arise when one understands the interaction of library offers (catalogs, databases, etc.) and the learning management system as a virtual workplace for students and teachers. Involving librarians (primarily subject librarians) in the discussion board of an LMS supports and encourages the role of Liaison Librarians. Subject librarians are the contact persons; they are part of the specialist community because of their studies. They are the link between the professional world, i.e., teaching (seminars, etc.), and the library world that can be understood as an "information store" for scientific information.

Tréfás has explained that, very often, the personal literature needs of the users are often not known because the library's inventory is built up and maintained according to rather general principles [48, p. 697]. If the library is personally integrated into the user community, i.e., the scientific community and the learning community, the personal literature needs of the users would become visible to the library. In the library environment you can use as well newer developments such as artificial intelligence (A.I.).

Especially new formats like A.I., e.g., could help with inquiries by recognizing search intentions or creating new metadata, i.e. creating and curating "linked data collections" [46, p. 189]. The subject librarians can be envolved on this matters since they have the necessary specialist knowledge. They can support the user and train an A.I. In such a scenario, the user's personal need for information is also addressed.

V. Banks as Pioneers

The world of finance, especially retail banking, has undergone significant changes since the commercialization of the internet. Today, it's usual to use online banking via the internet and web browsers. In addition, customers use finance apps on mobile devices. The offer of banking services via the internet has now become standard here. We have to see if library services can be used in the same way. The library services are getting available to the end customer, i.e., the library user, via the internet and web browser. We wonder if libraries can learn and benefit from the experiences of other sectors, in this case, the banking private customer business. In the following text, we will demonstrate similarities but also differences between the banks and libraries.

The most significant difference is that banks belong to the private sector, they have to generate profits, while (academic) libraries have an institutional function. Customers are free to choose their bank, while a university or institutional library is the primary contact for relatives of the institution regarding literature questions. Then again, libraries are competing with (private) search engine operators, online retailers such as Amazon, and document delivery services. It is essential that libraries achieve customer loyalty. According to Wild, customer loyalty can be increased if banks offer the right products at the right time, through the right distribution channel and, under the right conditions [52, p. 13]. This is undoubtedly transferrable to libraries. According to Walter, active customer care, i.e., services tailored to the individual customer, are the decisive measures for banks to build long-term customer relationships [50, p. 54]. The changed customer behavior leads to a multidimensional sense of entitlement [50, p. 54]. You can observe this also in the library world: the success of Amazon and Google Scholar proves this.

Likewise, in an online consultation of the banks, the software must have suitable functions. Felfernig et al. talk about dynamic interaction sequences, different interaction modes, control of the dialogue, evaluation of alternatives, and feedback on product suggestions [14, pp. 45-46]. You can transfer these general requirements to an advisory tool for libraries. Of course, the specific configurations must correspond to the requirements of library operations and user needs when searching for literature.

Mehlau notes that the banks' IT has increased security because of the sensitive financial customer relationships. The banks want to guarantee their customers a secure and trustworthy transaction [28, p.

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299]. Library software is also subject to IT security regulations, such as data protection, because personal data is processed. However, you must see whether these safety regulations are sufficient, for example, when literature inquiry (e.g., patent information) allows conclusions to be drawn about internal company inquiry as part of an internship or a thesis in cooperation with an external company. Private companies stress on data confidentiality. In such a scenario, increased demands on the security of library software are advantageous.

Due to these considerations, banks have expanded the (virtual) bank account into a customer interface. You should consider which functionalities that map the banking processes can be transferred to the library world. This is not a 1-to-1 transfer, it is rather about identifying similar operations in the bank-customer relationship and in the library-user relationship and transferring them to the respective area. As the bank advisor maintains a relationship with his customer via the (digital) account, the librarian (subject/liaison librarian) can also keep a (customer) relationship with the student or scientist via the library account. It is about learning from other industries.

VI. The Library Catalog as Social Media

Social media enable people to organize, form groups, share content and create new ones via the internet. Cooperative working requires a digital platform that supports collaborative work. The best-known example is probably Wikipedia [51]. In the library environment, there are efforts to develop the online catalog in such a direction.

Nowak et al. [38] describe "mashups" in this context, i.e., different file types and contents merged. According to Nowak et al., the term "mashup" is not sharply defined. Still, the user has a rough idea of what it is about: various elements for literature collections can be merged into a personalized start page in the web browser, such as the library catalog, search engines and the homepages of online journals. At this point, one can find other analogies to a bank account: on their start page, not only the financial transactions are recorded, but also stock prices or foreign bank accounts can be integrated and displayed. Libraries offer initial approaches to this in their online catalogs as extensions (catalog enrichment), e.g., title pages or tables of contents.

This is a personalization of each user's starting point ("homepage on the web") that differ from user to user. The creation or sharing of content ("user-generated content") is more likely to be found in social media or Web 2.0.

For example, Kneifel [26] claims for new catalog functions that are based on Web 2.0. A library catalog is thus changing from a mere reference tool to an interactive and participatory web application [26, p. 39]. User comments, for example, are visible to everyone and other users can add literature recommendations [26, p. 41, p. 44]. It is also possible to create links to social networks [26, p. 48]. The idea of the virtual community in library catalogs can also be found in Nowak et al. [38]. The use of mashups allows to integrate external content, and the co-working of many users creates a new content collection. This process primarily relates to Linked Open Data or data in the public domain [38, p. 158 section "Mixed Prospects"]. Czerwinski and Voß describe "LibraryThing" as a collaborative library 2.0 [12]. This application was not initiated by libraries but arose from a private initiative [12, p. 333 section "Organization and Scope"]. A unique feature is the joint tagging of works, i.e., the content-based indexing by the users [12, p. 335]. Cooperative working, i.e., the division of labor, makes it possible to process more extensive databases. What initially appears to be an advantage also has disadvantageous aspects, namely when the terms become fuzzy due to the free assignment of keywords [12, p. 336]. This remains a contrast to the "classic" library model, in which the data collection (proper indexing) and the description of the content (context-based indexing) are done by trained library staff and generates high-quality and homogeneous metadata. The metadata helps to simplify the search for scientific papers because only standardized terms are used. Therefore, database operators add great value to content indexing by using thesaurus or classification.

The user community consists of a voluntary association of individuals. The single 'members' are familiar with each other through personalization [12, p. 338 section "User communities"]. However, the user name (alias) is only meaningful to a limited extent, and the true identity of the user can remain hidden. Hidden identities allow misuse, as you can see, in many forums exists a user type ("trolls") who reduces the quality of the joint work due to destructive behavior.

Using Web 2.0 technology in a library environment, it is important to know how users create the content and how they do behave. Alluvatti et al. [2, p. 89, section "8. Conclusion and future work"] show two possible models : The first model consists of 3 phases and is used to manage significant, extensive content (during the first phase the content is growing slowly, during the 2nd one the content is growing constantly but more slowly and during the 3rd phases the content increases in a very dynamic manner). The second model consists of only 2 phases (starting with a slow growth followed by constantly growth) and is used to manage smaller content. The third phase doesn't exist. The starting phase is decisive. In order to get startet there must be a minimum of "user-generated content" available or it must be created. Otherwise the dynamic process will not start at all. The author suggests to provide appropriate library account features

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to encourage the development process. E.g., when seminar participants have the possibility to create annotations (comments, keywords, etc.) for their literature collection these annotations help to create user-based work (homework, seminar lecture, etc.). The students are encouraged to collaborate because they gain credit points for their work. In this respect, the user's annotations are also sensitive data because they lead to personal votes. As described above, the library can provide support and quality assurance. In the starting phases the core of the community is formed by the members "student-subject librarian", or "seminar group-subject librarian". The envolvement of the subject specialist already during the first phases assures a high content quality. This is very important because, as demonstrated by Baeza-Yates and Saez-Trumper, in a Web 2.0 application only few and very active users create content, whereas the major part is quite passive and does not use the possibility to interact. It also happens that user opinions are not taken into account ("digital desert"). How you can see the content-producing community is only a subset of the elite [5, section "6. Conclusions and future work"], and the elite of the professional community is not necessarily trained in information literacy. The help of specific library services, such as indexing according to standardized vocabulary, creating search strategies and search queries, etc., is therefore essential.

VII. The Library Account as Protected Information and Knowledge Collection

While a broad discussion calls for the online catalog to be developed in the direction of Web 2.0, the author advocates implementing these functionalities first in the (protected, hence "private") library account. Doing so, data protection requirements should be satisfied. From a legal point of view, only the individual information release, such as literature lists, rating, or tagging of literature, must be considered separately. The library user can thus benefit from the personalized functions, but he does not have to worry about misuse or disclosure of data. This is another similar aspect as you can find in a bank account: the account and its contents are protected, and exclusively the owner and the bank have access. The owner (customer of the bank) has the option (the rights) to allow other financial service providers to access the account. In the following, more legal considerations can be found.

The library user is the owner of the library account. The account is the user's private environment and protected area where he can create dedicated information databases. While preparing an examination-relevant paper, the student doesn't want to share his literature and information databases, comments and conclusions. At this moment it's private data, that allows the student to gain learning credits. Only after getting the credits the student will decide which data to share and thus unauthorized access to the protected data must prevented. Today, the private data sets are stored on the user's PC or are available in analog form as (loaned) books or print copies on the user's office desk. At this point, digital workflow of a Next Generation LMS has to come in, which transfers analog or partially digital working methods into a protected digital environment.

A Next Generation LMS must be able to merge and combine different data types: "pure" literature, annotations about the relevance of a source (text, table, graphic, image, …) or to a specific topic. Also the intended purpose (e.g., for a seminar, a thesis) is important. Likewise, the role that takes the user is relevant: a teacher who recommends literature, or a student who has to search for literature, etc.

Librarians can provide specific support for content indexing (tagging). They can recommend the use of (subject) classifications or thesauri. It is extremely useful for database searches because the application of standard terms improves the quality of the user-generated content. The users can benefit from the librarians' skill knowledge, and the librarians become part of the community [7].

Specialist information services are already part of this community [41]. According to Riehm et al., these kinds of services are seen as "basic services". Advanced services like individual literature quests are context-related subject to intense competition with Google Scholar or other search engines [41, p. 179].

VIII. New Requirements for an LMS

Digital learning environments are particularly suitable for providing customized learning environments to students. Today the "one size fits all" learning model doesn't fit modern requirements. A personalized learning environment instead, must guarantee the possibility to adapt to individual learning pace [42]. Library systems offer a customized environment i.e, the private library account. The choice of the software used is very important because it determines the range of functions that is provided to the single user. Today, many systems display only media issues or reservations. Library database providers also supply private accounts to their users. These accounts are independent of the respective university library and contain further options for customization, e.g., saving search history, search topics, etc. [22]. However, for the users it's not convenient to own and maintain multiple accounts. The present state of the art doesn't satisfy the user's needs. Other service providers, such as banks and insurance companies have recognized this disadvantage and, therefore, significantly expanded user account function ranges.

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Many people today use online banking. An average online customer account [23] includes functions such as

- list of all (!) transactions over several years
- Search options
- contacts
- journal entries

Many features are available for smartphones by using the appropriate applications. The online account or smartphone app is the direct customer interface between the bank and its customers. In the same way, the library customer account should include analogous functions. Several functions are already listed in Kneifel [26, pp. 41 ff, section "Elemente eines Katalogs 2.0"]. The following list of issues in part coincides:

- interfacing to the library system, other databases, and free (online) text sources
- saving search queries and result lists
- storing of electronic documents
- access to the own library account
- list of all media ever issued
- rating and commenting on media
- use of a specialist vocabulary (thesaurus, etc.), tagging
- mapping media, search queries, and metadata, e.g., according to tasks (thesis, seminar, etc.)
- creating and storing literature collections
- collecting (electronic) documents
- collecting document excerpts (quotations, graphics, etc.)
- saving search queries, URLs, etc.
- commenting, rating, and sharing data (media, search queries)
- data searching
- tree structures on discussions should not only contain text, but
- electronic documents
- URLs, etc.
- media files (image, sound, film, animation)
- excerpts from documents (quotation, graphics, etc.)
- search queries on databases
- etc.

This short list includes personal and customized features as well as cooperative elements. Both working types should be supported, the independent work of the individual and the cooperative working in groups ("peers"). A different design of features according to the end user (i.e., learners and teachers) has to be considered.

IX. Link to Information Management

The LMS can be considered as the students' personal learning environment or private workplace where to work and learn alone or in groups and exchange opinions and information; all activities are supported by access to literature. The system should integrate literature-related functions and services, that can be classified according to different levels:

Source level: Integration of one or more library user accounts. Listings of all issued media, with both loan and return date. Integration with other databases that provide separate customer accounts. Control of free (stand-alone) URLs ("internet sources"). The possibility to use comments, indexing, and sophisticated search features. The option to save electronic media (within copyright and license rules).

Search quest level: Option to connect to other databases etc. The possibility to collect queries and to use index by classification and thesaurus. Database providers often supply the search quest level. This option is provider-specific and independent of the library account. Several literature management programs provide these functions. In this case, a specific survey and evaluation of the software is reasonable.

Content level (quote level): Content management in general – different media types can be handled: electronic documents, but also media (film or audible files), entire documents, as well as excerpts (single pages, film scenes or audible excerpts, tables, graphics, etc.). These kinds of features are typically found in content management systems.

User level: Possibility to create comments at every level and to exchange opinions between users. Single exchange level features can differ according to the users involved: teachers (teacher-teacher exchange), students (student-student exchange), and teacher-student exchange.

The librarian integration would be particularly beneficial on search quest, and user level. This integration corresponds to the Liaison Librarian's idea.

Translating these ideas into terms used in the analog "(paper) age" , you will speak of "desks", "hard copies", "bookshelves", "libraries", and "work groups". All these elements must be implemented in a digital way in order to generate a benefit. In the same way, you must consider the requirements and points of view of the different user types: teachers, learners and librarians. The following table gives a first overview of the various groups and their roles, tasks, and objectives.

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Table 1: Role of the user groups and their requirements or activities.

Group	Source Level	Content Level	User Level	Objective
students	• research for books, journal articles in printed and digital media • research for (free) online sources	• collecting, managing and commenting on quotations (also tables, figures, …) etc.	• collecting and structuring of search results • analysing and rating search results • collecting and evaluating search quests • co-working by exchanging, commenting on search quests and results with other students or, if needed, with teachers, librarians	• additional literature for studies, homework, etc.
teachers	• research for books, journal articles in printed and digital media • research for (free) online sources • collecting and structuring results • comment on search results • collecting and rateing search queries	• collecting, managing and commenting on quotations (also tables, figures, ...) etc.	• collecting and structuring of search results • analysing and rating search results • collecting and evaluating search quests • co-working by exchanging, commenting on search quests and results with other students or, if needed, with teachers, librarians	• recommendation of basic and supplementary literature for studies, term paper, etc.
librarians	• purchasing, licensing media		• support with specialist research (teaching of information literacy) • support with keywording (tagging, commenting)	• supporting function for teachers and learners

In conclusion of this article, there is the given possibility for the library account to become the core of the customized information management. Now, the author will discuss the structure of a new digital information management system for universities. As shown, this system has to be applied on teaching and research and must integrate the library.

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X. Technical Design

The features described above already exist in different software applications. Up to now, the integration of all these services into only one environment is not available. In order to create a new integration, you can choose between two possible solutions: on the one hand, a monolithic architecture, i.e., integration of all features in the same application, possibly even directly in the LMS, or, on the other hand, single, specific applications connected to each other via interfaces. Furthermore, the compliance with data protection, licensing, and copyright law must guaranteed. For the end user, the software has to seem to be "made of one piece only" without the need to import, export, and convert data. A software should be user-friendly and intuitive to use; the user will accepted the new software only if he can start to use it right ahead without waisting time on training. Otherwise, users won't apply the new tool, see [43 section "Summary and ideas for a modern learning management system"].

XI. Hypothetical Example

The image is intended to illustrate how work with text, media, and sources could look like. This is only one possible user view. In the background – invisible to the user – is running the management and administration of discussion inputs, sources, and citations. On-demand, the library can provide access to specific sources. A librarian (specialist) as an information specialist, can support the quests and organization of the results. He contributes to database selection, search queries, or the use of classifications. All systems are part of the same network. Therefore, a user can create a search quest to databases from within the discussion tree, and the results (hit list selection or full text) can be displayed in this view and managed in a library account. In the example, it's possible to start further search queries using classification codes. Using keywords or tagging, and using classification codes is also more helpful, since a standardized scientific community vocabulary is used. A librarian specialist guarantees the quality level (selection of technical terms). Another aspect is that in the LMS, in a virtual group (e.g., seminar), only one specific topic is discussed. A librarian supports the single user in finding the particular information essential for the user. Involving a specialist in the academic discussion, its role changes from a pure literature service provider (literature acquisition and management) to an active member of the academic community (as described above [7, 25]).

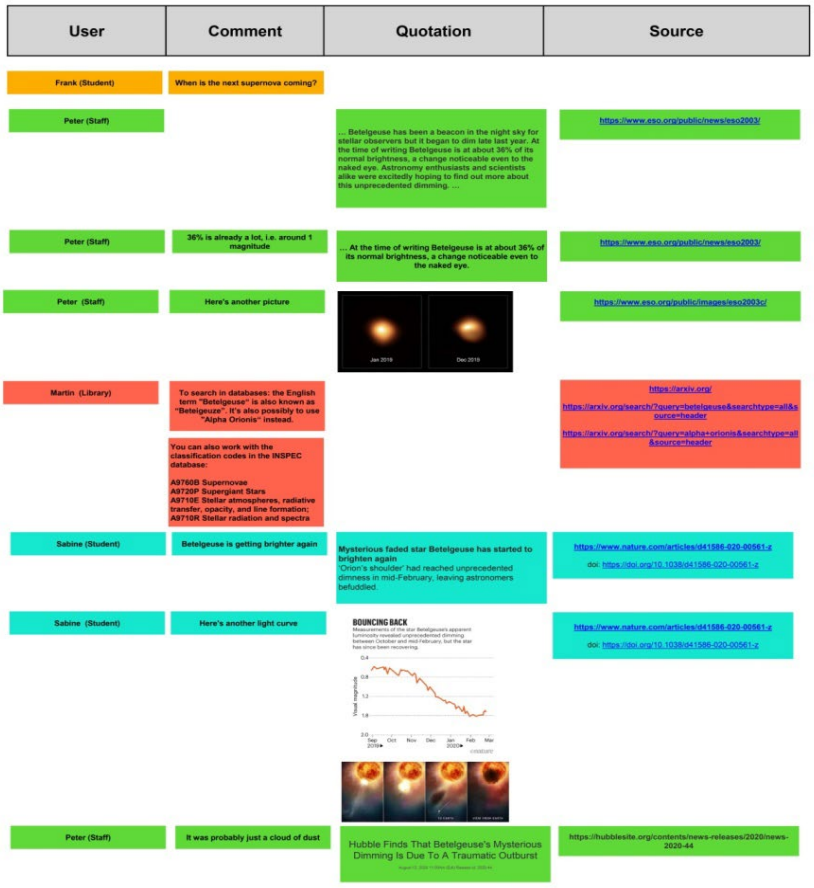


Fig.1: Hypothetical discussion in an LMS containing citation and source support. The librarian is part of the community, and can support the discussion with indexing according to classification or thesaurus. Afterwards the librarian helps to run the output search queries in databases.

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XII. Note on the Legal Situation

The author is not a lawyer, but he sees the need for a legal discussion on the subject. The following reflections should be considered as the starting point for the analysis of the legal aspects.

As this article was first published in German, the following reflections are based on German copyright law.

Copyright law (UrhG) [17] is primarily relevant for publishing. According to law, a library permits users to copy up to 10% of a work and individual contributions from specialist journals (§ 60e section 4 UrhG and § 60e section 5 UrhG). These are personal copies that must not be passed on. Only the citation is permitted according to § 51 UrhG.

If you want to post an entire published work (article from specialist journals, excerpt from books, etc.) in a co-working LMS environment ("virtual seminar"), you need the licenses from the rights holder (usually the publisher) and you have to finalize a contract about the using conditions. Often a license can be used only on a single computer or by a single person. The university has to spend on additional licenses (i.e., if the same seminar or class is repeated in a subsequent semester with new students). In order to avoid new expenses, it's better to use the exact citation of the work (possibly with DOI or URN) in the learning environment. Using the exact citation students can access the copy-righted content via the library. Only if the published work isn't available in the library, a sufficient number of licenses must purchased.

According to § 4 UrhG, you can regard a bibliography as collective work or a database and thus it is protected by copyright. On the first glance, this is not relevant for personal use. But at the second glance, if the learning platform permits users to modify or expand a bibliography, it becomes a collective work or database created by several authors. Here comes the question of who has the ownership, and in particular, who has the exploitation rights: only the authors of the single contributions, all class students, the teachers, or the institution (university)? In the case of doubt, a separate contract has to be negotiated.

Likewise, when a discussion tree produces a work (publication) similar to the hypothetical example shown above: here, too, in the case of publication, it must be decided in advance who has the ownership of the different rights.

The same when students or teachers leave the university: who has the ownership rights on the discussion tree, the quotation, and the literature collection?

Can these collections be used in other classes? Only these few questions show that we have a very complex legal situation. Before starting the platform development, in order to prevent potential disputes, it's better to achieve reliable legal clarification on these issues.

Another legal discussion concerns data and privacy protection. Users who rate literature will initially do so for personal interest. After all, everyone has to decide for themselves which literature to select and why they have chosen it. In the environment of a personal library account, this information is initially protected, but when it gets shared, data protection law comes to play. Playing mind games by looking at the personal comments, it's possible to identify to what degree the student has understood the literature. You should prevent any kind of abuse. However, since these annotations are released in an LMS, i.e., a protected environment, possible misuse is restricted or even stopped. The publication or transfer of data is subject to restrictions because the library user, learner, and teacher, decide for themselves how to handle the data. It is very important because in an LMS, all users are known (real names), whereas on free accessible web alias names are usually used.

Also on this subject, a detailed discussion with the experts can ensure legal security.

XIII. Conclusion

Libraries, as literature service providers, support students and teachers in university classes. The currently used Library Management systems sully only a few links to library catalogs and licensed content. In a Next Generation LMS, a closer integration of these items seems reasonable. In virtual classes, librarians can be directly involved as information specialists. They can support the search quests for literature in general, and, can also offer customized services to the users. In this way, information literacy is conveyed relatively better than in pure library events because the starting point is always the students' and teachers' concrete information needs. An LMS should offer the possibility of literature and information management. There should be a direct connection between customer accounts and the library, and the literature management should be expanded to information management.

Not only the users benefit from this, but also the library as an institution because it will be possible to identify the exact literature needs of the single users. Likewise, the librarians can pass their skills directly to the users. They are acting as information specialists and train the users on information literacy.

A correct implementation should also apply to legal aspects, in order to guarantee legal certainty regarding licensing, copyright and data protection law. The legal certainty should also promote user acceptance.

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Preferred Author Guidelines

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We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

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The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

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- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

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Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

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- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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