

Chapter 1 : Interrogation - Wikipedia

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Subject Approach to Information in Libraries Subject Approach to Information in Libraries Most of the users approach information sources not with names, who might have been responsible for their creation, but with a question that requires an answer, or a topic for study. Users seek documents or information on a particular subject. In order to make provision for this common approach, it is necessary to arrange documents on the shelf and entries in catalogs in such a way that items on a specific subject can be retrieved. In other words, it may be said that subject approach is very important in the access to and exploitation of documents in a library. Before we actually discuss the methods developed by librarians and information workers to meet this requirement, let us consider the question "What is a subject? A subject may be defined by: Let us consider a well known area such as Physics. To understand this subject, let us first ask a student studying this subject, as to what constitutes this subject. Also, let us find out the definition of physics from a few dictionaries and encyclopedias. We may come across different definitions and different boundaries for this subject area alone. We may also find that different users and separate pieces of literature hold different perspectives on a subject. The points of divergence in perspective can be categorized into two types: Essentially, these factors form the basis of problems in identifying a satisfactory subject approach and the need to have a vast array of tools to explain the subject approach to knowledge or information. It is possible and convenient to select a particular view point on the scope, associations and labels for subjects which coincides with the way in which subjects are handled in the literature. In libraries, most devices for the organisation of knowledge concern themselves primarily with organizing documents, based on literary warrant. This approach is known as pragmatic approach. Collection dependency of the resulting tool. There is retrieval devices, and that is to build schemes, which depend upon theoretical views about the nature and structure of knowledge. This theoretical approach is important in determining the nature of subject devices required for the organisation of knowledge. A subject device normally seeks to fulfill two functions: Different devices for the organization of knowledge place different emphasis based on the relative importance of these two functions. However, the two functions are inter-dependent and neither can be excluded without impairing the effectiveness of the other. Classification schemes, as well as alphabetical indexing systems, attempt to fulfill both the basic functions mentioned earlier. The distinction arises from different emphasis. Classification schemes specialize in showing a network of subjects and displaying relationships between subjects while alphabetical indexing systems specialize in establishing specific labels for subjects and providing direct access to individual subjects. Also, it may be stated here that author and title catalogs enable the user to locate documents of which the user knows either the name of the author or title of the documents, while subject catalog enables him to find out documents of his interest even without knowing any of these items of information. The subject approach may totally be alphabetical or it might be classified supported by alphabetical indexes. In a classified system, the arrangement of library materials is done using a classification scheme. The classification scheme provides a library with a systematic arrangement of materials according to their subject content. The second and the most commonly used method is indexing the library materials through the use of a subject heading list or controlled vocabulary. This method provides access to the intellectual content of a library. Classification provides a logical approach to the arrangement of documentary materials, whereas subject cataloging provides an alphabetic approach to the concepts discussed in these materials. These two methods offer two alternative modes of access to the library collection. What are the Subject Approach to Information in Libraries How library users seek information on a particular subject? How library materials are arranged on shelves and catalogs to be located by subject? What is a subject? What methods and tools catalogers use to show what a library or information center has on a particular subject? What methods and tools catalogers use to show what a library or information center has on related subjects? How classification schemes are used for subject

approaches? How subject headings are used for subject approaches?

Chapter 2 : Approach | Definition of Approach by Merriam-Webster

Foskett describes how we search for information by looking at the problems involved, at the theoretical principles suggested as solutions and their practical realization as classification schemes, lists of subject headings and thesauri.

The aims and objectives of this project were: To investigate the key stakeholder views of the four models described above. To evaluate, as a guide to policy, the relative technical, economic and scholarly merits of investments in different approaches to organising and accessing network resources. Alta Vista and emerging approaches to accessing network resources. Examining the current and alternative organisational structures for the SBG approach, to recommend an approach which would provide the best combination of services, subject coverage, cost and cost recovery mechanisms. Approach Mapping the different methods of intervention is a prerequisite to a consultation of stakeholders in the provision of access to networked services. This provides a basis for analysis of the way in which different stakeholders interact with networked information. The provision of access to networked information was put into the context of overall provision of information for the HE sector. Our overall approach is to provide sufficient evidence to enable JISC to decide on its strategy for funding support for access to networked information for the HE sector. This has focused on Subject-Based Gateways to Internet sites in the past. This project provided an opportunity to revisit this approach and to identify and consider alternatives. The likely impact of any decision about future support is likely to affect funding decisions for the next 5 - 10 years. However changes in the technology, the HE sector itself and the commercial environment make it impossible to predict what will work best in 10 years, or even 5 years time. Looking to the future In looking at the different models we considered the theoretical possibilities of the different interventions i. We also considered the impact of the following factors in assessing the future viability of the models: Technology developments Costs of technology and of networking Development of user skills and expectations Changes in the commercial and legal We drew on our experience of administering Delphi instruments to take a peek into the future so that we can, in a qualitative sense, anticipate ways in which the future HE environment will affect the choices faced by JISC in enhancing access to networked information. Different audiences can be reached in different ways and that it is unlikely that any one method is going to give as complete a picture as a mix of techniques will. For instance Web sites and mailbases provide an excellent way of reaching an international audience. Key influencers , such as senior decision-makers and researchers who have actively published in the area often respond well to direct face-to-face interviews. This is very useful at the start of a project because they can draw attention to issues that need to be raised with other target groups during the investigation. Focus groups are an excellent way of identifying issues and prioritising them. They generally work best if there is some commonality among the participants Going beyond established limits Finally, we felt that it was necessary to step outside the frame of existing services and consider alternatives to the current approaches. A project of this type needs to be able to challenge current received wisdom on issues such as funding, access and exploitation of resources. For instance, it may be possible to develop a system of sponsorship of gateways by publishers in return for advertising their products or services. There may be new ways of providing access to networked resources that fall outside the four models that are currently recognised.

Subject Approach To Information PDF window or a Find toolbar. While basic function conducted by the two options is just about the same, there are variations in the scope of the search seek advice from by each.

There are substantial methodological differences between these approaches. Case selection and structure[edit] An average, or typical case, is often not the richest in information. In clarifying lines of history and causation it is more useful to select subjects that offer an interesting, unusual or particularly revealing set of circumstances. A case selection that is based on representativeness will seldom be able to produce these kinds of insights. When selecting a case for a case study, researchers will therefore use information-oriented sampling, as opposed to random sampling. Three types of cases may thus be distinguished for selection: Key cases Outlier cases Local knowledge cases Whatever the frame of reference for the choice of the subject of the case study key, outlier, local knowledge , there is a distinction to be made between the subject and the object of the case study. The subject is the "practical, historical unity" through which the theoretical focus of the study is being viewed. Thus, for example, if a researcher were interested in US resistance to communist expansion as a theoretical focus, then the Korean War might be taken to be the subject, the lens, the case study through which the theoretical focus, the object, could be viewed and explicated. Gary Thomas thus proposes a typology for the case study wherein purposes are first identified evaluative or exploratory , then approaches are delineated theory-testing, theory-building or illustrative , then processes are decided upon, with a principal choice being between whether the study is to be single or multiple, and choices also about whether the study is to be retrospective, snapshot or diachronic, and whether it is nested, parallel or sequential. The typology thus offers many permutations for case-study structure. These are, to a differentiable degree, similar to the case study in that many contain reviews of the relevant literature of the topic discussed in the thorough examination of an array of cases published to fit the criterion of the report being presented. These case reports can be thought of as brief case studies with a principal discussion of the new, presented case at hand that presents a novel interest. In a case where the market of any organisation is in a messy state, the agency will always seek to find out some of the reasons why the scenario is that way. They will have to gather information that may help them in solving such issues. For this to be fully achieved, one must be able to carry out a market research to establish where the problem is. This, therefore, calls for the different methods which can be used in a situation where one wants to conduct a marketing research. The organisations have to choose one of the available techniques so that they can thoroughly conduct their investigations. Some of the primary methods that would be used included interviews, surveys, focus groups, observations and in some cases use field trials.

Types of case studies[edit] In public-relations research, three types of case studies are used: Under the more generalized category of case study exist several subdivisions, each of which is custom selected for use depending upon the goals of the investigator. These types of case study include the following: These are primarily descriptive studies. They typically utilize one or two instances of an event to show the existing situation. Illustrative case studies serve primarily to make the unfamiliar familiar and to give readers a common language about the topic in question. Exploratory or pilot case studies. These are condensed case studies performed before implementing a large scale investigation. Their basic function is to help identify questions and select types of measurement prior to the main investigation. The primary pitfall of this type of study is that initial findings may seem convincing enough to be released prematurely as conclusions. These serve to aggregate information from several sites collected at different times. The idea behind these studies is that the collection of past studies will allow for greater generalization without additional cost or time being expended on new, possibly repetitive studies. Critical instance case studies. These examine one or more sites either for the purpose of examining a situation of unique interest with little to no interest in generalization, or to call into question a highly generalized or universal assertion. This method is useful for answering cause and effect questions. Case studies in business[edit] At Harvard Law School In , Christopher Langdell departed from the traditional lecture-and-notes approach to teaching contract law and began using cases pled before courts as the basis for class discussions. But organizational behavior cannot always be easily reduced to

simple tests that prove something to be true or false. Reality may be an objective thing, but it is understood and interpreted by people who, in turn, act upon it, and so critical realism, which addresses the connection between the natural and social worlds, is a useful basis for analyzing the environment of and events within an organization. A critical case allows the following type of generalization: Falsification offers one of the most rigorous tests to which a scientific proposition can be subjected: Popper himself used the now famous example: The case study is well suited for identifying "black swans" because of its in-depth approach: The rejection consisted primarily of a conceptual experiment and later on a practical one. These experiments, with the benefit of hindsight, seem self-evident. In his experimental thinking, Galileo reasoned as follows: If the two objects are then stuck together into one, this object will have double the weight and will according to the Aristotelian view therefore fall faster than the two individual objects. This conclusion seemed contradictory to Galileo. The only way to avoid the contradiction was to eliminate weight as a determinant factor for acceleration in free fall. Rather, it was a matter of a single experiment, that is, a case study. The air pump made it possible to conduct the ultimate experiment, known by every pupil, whereby a coin or a piece of lead inside a vacuum tube falls with the same speed as a feather. What is especially worth noting, however, is that the matter was settled by an individual case due to the clever choice of the extremes of metal and feather. Random and large samples were at no time part of the picture. By selecting cases strategically in this manner one may arrive at case studies that allow generalization. The problem-based learning PBL movement offers an example. When used in non-business education and professional development, case studies are often referred to as critical incidents. Ethnography is the description, interpretation, and analysis of a culture or social group, through field research in the natural environment of the group being studied. One approach encourages researchers to compare horizontally, vertically, and temporally. Teaching case studies have been a highly popular pedagogical format in many fields ranging from business education to science education. Harvard Business School has been among the most prominent developers and users of teaching case studies. Additional relevant documentation, such as financial statements, time-lines, and short biographies, often referred to in the case study as exhibits, and multimedia supplements such as video-recordings of interviews with the case subject often accompany the case studies. Similarly, teaching case studies have become increasingly popular in science education. The National Center for Case Studies in Teaching Science has made a growing body of case studies available for classroom use, for university as well as secondary school coursework. Teaching case studies need not adhere strictly to the use of evidence, as they can be manipulated to satisfy educational needs. The generalizations from teaching case studies also may relate to pedagogical issues rather than the substance of the case being studied.

The Subject Approach To Information has 5 ratings and 0 reviews.

Subject Approach to Information in Libraries Most of the users approach information sources not with names, who might have been responsible for their creation, but with a question that requires an answer, or a topic for study. Users seek documents or information on a particular subject. In order to make provision for this common approach, it is necessary to arrange documents on the shelf and entries in catalogs in such a way that items on a specific subject can be retrieved. In other words, it may be said that subject approach is very important in the access to and exploitation of documents in a library. Before we actually discuss the methods developed by librarians and information workers to meet this requirement, let us consider the question "What is a subject? A subject may be defined by: Let us consider a well known area such as Physics. To understand this subject, let us first ask a student studying this subject, as to what constitutes this subject. Also, let us find out the definition of physics from a few dictionaries and encyclopedias. We may come across different definitions and different boundaries for this subject area alone. We may also find that different users and separate pieces of literature hold different perspectives on a subject. The points of divergence in perspective can be categorized into two types: Essentially, these factors form the basis of problems in identifying a satisfactory subject approach and the need to have a vast array of tools to explain the subject approach to knowledge or information. It is possible and convenient to select a particular view point on the scope, associations and labels for subjects which coincides with the way in which subjects are handled in the literature. In libraries, most devices for the organisation of knowledge concern themselves primarily with organizing documents, based on literary warrant. This approach is known as pragmatic approach. Collection dependency of the resulting tool. There is retrieval devices, and that is to build schemes, which depend upon theoretical views about the nature and structure of knowledge. This theoretical approach is important in determining the nature of subject devices required for the organisation of knowledge. A subject device normally seeks to fulfill two functions: Different devices for the organisation of knowledge place different emphasis based on the relative importance of these two functions. However, the two functions are inter-dependent and neither can be excluded without impairing the effectiveness of the other. Classification schemes as well as alphabetical indexing systems attempt to fulfill both the basic functions mentioned earlier. The distinction arises from different emphasis. Classification schemes specialize in showing network of subjects and displaying relationships between subjects while alphabetical indexing systems specialize in establishing specific labels for subjects and providing direct access to individual subjects. Also, it may be stated here that author and title catalogs enable the user to locate documents of which the user knows either the name of the author or title of the documents, while subject catalog enable him to find out documents of his interest even without knowing any of these items of information. The subject approach may totally be alphabetical or it might be classified supported by alphabetical indexes. In classified system the arrangement of library materials is done using a classification scheme. The classification scheme provides a library with a systematic arrangement of materials according to their subject content. The second, and the most commonly used method, is indexing the library materials through the use of a subject heading list or controlled vocabulary. This method provides access to the intellectual content of a library. Classification provides a logical approach to the arrangement of documentary materials, where as subject cataloging provides alphabetic approach to the concepts discussed in these materials. These two methods offer two alternative modes of access to library collection. What are the Subject Approach to Information in Libraries How library users seek information on a particular subject? How library materials are arranged on shelves and catalogs to be located by subject? What is a subject? What methods and tools catalogers use to show what a library or information center has on a particular subject? What methods and tools catalogers use to show what a library or information center has on related subjects? How classification schemes are used for subject approaches? How subject headings are used for subject approaches? Information Access Through The Subject:

Chapter 5 : CiteSeerX " Citation Query The subject approach to information (5th ed

Of all published articles, the following were the most read within the past 12 months.

The Next Frontier This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist, dropout rates remain high, and teacher retention is a perpetual issue. I describe five approaches that have a proven record of being successful in the many schools. To meet these goals, I was provided with a curriculum, a school rulebook, test prep materials, and was wished good luck. The curriculum I was given consisted of a set of lessons that were organized like a script. The formula was simple: Teacher asks this, students say that. Write this on the blackboard, students will write that. On any given day, there was a document I could reference that detailed exactly what I was going to be teaching, and when I was going to teach it. The document was complimented by a margin on the left side of my teachers manual that told me what assignments to give, when to give them, and what responses I should expect from students. In addition to the curriculum, I was given the school rulebook. This small manual documented what was appropriate for student behavior, and what punishment would be given when the school "code of conduct" was violated. There were two warnings for small infractions, calls home for others, and an elaborate protocol for "major infractions. Technically, all I had to do was follow the instructions, and my class would run perfectly. The final set of tools I was armed with were a set of test prep materials. They consisted of slim booklets that looked just like the ones students would receive at the end of the year when they took their standardized exams. I also received thick books that consisted of past standardized tests questions, and a schedule for when to assign test prep. Students were to be given mock exams once a week. These exams would prepare them for another set of sporadic exams that would be given throughout the year. At the end of the year, they would all sit for a final standardized exam. For anyone on the outside looking in, all the materials I was given meant that I was well-prepared. Technically, I was given all that I needed to succeed. Unfortunately, none of the tools I was given considered the complexities of teaching that I faced once I entered the classroom. The curriculum was so scripted that it allowed little to no time or space for me to be creative in teaching. For students who asked a lot of questions, thought deeply, and wanted to create a true connection to what was being taught, my classroom did not work. The script I was given was so structured that it forced me to ignore students who were asking brilliant questions. These students quickly grew frustrated, and before long, became increasingly disengaged. As they grew more disengaged, they began to feel disconnected from the classroom. Before long, their frustration turned into either behavior problems or complete disinterest or behavior problems. As behavior problems rose, I was forced to pull out the school rulebook. They would talk to each other in class just to get their voices heard, and I would follow the rulebook and call their parents to report inappropriate behavior. I ended up spending so much time during and after class punishing students for breaking small infractions that it was virtually impossible to stay on the schedule of the curriculum. My school administrators would then come into my class to see how close I was to script, and reprimand me for being behind. In just a few weeks, teaching became a battle to stick to the curriculum, a constant fight with students who no longer liked school, practice for weekly mock exams, and anticipation for weekends and days off. This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist because classes who follow this model are overwhelmingly present in urban schools populated by youth of color , dropout rates remain high, and teacher retention is a perpetual issue. In response, I describe five approaches to teaching that engage and motivate students and teachers, and have a proven record of being successful in the many schools that I have worked with across the country.

Hip-Hop Education HipHopEd HipHopEd is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools. HipHopEd is also a Twitter chat where educators convene every Tuesday night at 9 p. EST to discuss this approach to teaching. HipHopEd involves the use of hip-hop music, art and culture to create philosophies for teaching. It also uses hip-hop to develop and implement teaching tools and helps to create contexts for teaching and learning that youth are comfortable in. In its simplest form, HipHopEd involves the use of rap

lyrics as text to be used in the classroom. In a more complex form, it involves raps created by students as classroom assignments that are used to measure knowledge. Most recently, the use of hip-hop in education has included elements of hip-hop culture like the rap battle to enhance learning and create competitions that spur on learning. This approach has been used to increase student attendance, motivation and content knowledge. In other words, it focuses on using the real life experiences of the learner to create knowledge and considers how students relates to the environment where they are taught. In this process, the teacher has to fight the urge to give students any answers or facts to memorize. Their main role is to pose questions that provoke the students to look more deeply at the text they are given. In a POGIL classroom, students develop conclusions about the text they are interrogating that will increase their knowledge. As students answer questions, teachers "guide the inquiry" by asking supplemental questions that will eventually move the students towards thinking deeply and drawing more complex conclusions. This approach has resulted in increased student interest in the subject being taught and increased mastery of content in the science classes where it is mostly used. Project Based Learning PBL Project-based learning is an approach to teaching that focuses primarily on having students engage in explorations of real-world problems and challenges. Through these explorations, they develop their content knowledge, but also develop solutions to problems. This approach to teaching functions to engage students that may be disinterested in traditional content because it allows them to identify problems in their community or the world at large that they want to solve. It also provides teachers and students with opportunities to be creative. In schools that commit to project based learning, students can engage in a project, and learn all subjects as they complete their project. In this process, the teacher looks for ways to connect the subject to the project. In turn, students look to the teacher for content knowledge so they can complete their project. Reality Pedagogy Reality Pedagogy is an approach to teaching and learning that focuses on teachers gaining an understanding of student realities, and then using this information as the starting point for instruction. It begins with the fundamental premise that students are the experts on how to teach, and students are the experts on content. Where teachers and students discuss the classroom and both suggest ways to improve it. Where students get opportunities to learn content and then teach the class. Where students have a role in how the class operates and in what is taught. Where the neighborhood and community of the school is seen as part of the classroom. Flipped Classroom One of the most popular new approaches to teaching is the flipped classroom. This approach involves a process where the typical lecture that happens in the classroom occurs at home. Students watch lectures on video, and then return to school to engage in the exercises they would traditionally have for homework, and to ask questions based on the lecture they watched on their own at home. When students watch videos at home, they can stop and go and at their own pace, and take notes at their leisure. In this process, students create, collaborate and learn at their own pace, and apply what they have learned at home in the classroom. In all of these approaches, the most powerful thing to recognize is that they focus explicitly on engaging both the student and the teacher. When teachers are treated like the intelligent professionals that they are, and given the flexibility to engage in approaches to teaching and learning that go beyond archaic models that they are often bound to, students respond differently, and education is improved.

Subject Approach to Information in Libraries Most of the users approach information sources not with names, who might have been responsible for their creation, but with a question that requires an answer, or a topic for study. U.

It may be defined as a list of terms showing their relationships and used to represent the specific subject of the document Subject Heading - Subject Heading is defined as the most specific word or group of words that captures the essence of the subject or one of the subjects of a book or other library material e. Subject headings are also used in a bibliography and index Subject Approach to Information in Libraries - Most of the users approach information sources not with names, who might have been responsible for their creation, but with a question that requires an answer, or a topic for study. Users seek documents or information on a particular subject. In order to make provision for this common approach, it is necessary to arrange documents on the shelf and entries in catalogs in such a way that items on a specific subject can be retrieved. In other words, it may be said that subject approach is very important in the access to and exploitation of documents in a library. Before we actually discuss the methods developed by librarians and information workers to meet this requirement, let us consider the question "What is a subject? Subject heading list contain the preferred subject access terms controlled vocabulary that are assigned as an added entry in the bibliographic record which works as an access point and enables the work to be searched and retrieved by subject from the library catalog database. The controlled vocabulary identifies synonyms terms and selects one preferred term among them to be used as subject heading. For homonyms, it explicitly identifies the multiple concepts expressed by that word or phrase. Hence, if vocabulary control is not exercised different indexers or the same indexer might use different terms for the same concept on different occasions for indexing the documents dealing with the same subject and also use a different set of terms for representing the same subject at the time of searching. Cross references are used with headings to direct the user from terms not used as headings to the term that is used, and from broader and related topics to the one chosen to represent a given subject Library of Congress Subject Headings - Library of Congress Subject Headings is the list of headings produced from the subject authority file maintained by the United States Library of Congress for use in bibliographic records, and published annually. It is popularly known by its abbreviation as LCSH and is sometimes used interchangeably with the phrase subject authority file. LCSH is a multidisciplinary vocabulary that includes headings in all subjects, from science to religion, to history, social science, education, literature, and philosophy. It also includes headings for geographic features, ethnic groups, historical events, building names, etc. It is the model for many other vocabularies in English and other languages, and has been translated into numerous languages. The strongest aspect of LCSH is that it represents subject headings of the Library of Congress, the national library of United States, one of the richest of national libraries of the world. The administrative and managerial machinery of LC, has made it possible for LCSH to stand out as an undisputed leader. LCSH is also used as indexing vocabulary in a number of published bibliographies The manual was originally conceived as an in-house procedure manual to aid subject catalogers at the Library of Congress in constructing and assigning Library of Congress Subject Headings LCSH in an accurate and consistent manner. SHM includes explanations of subject cataloging policy, procedures, and practices for the catalogers at Library of Congress in providing LCSH subject headings to bibliographic records and constructing new headings to be included in LCSH. Other libraries who wish to catalog in the same manner as the Library of Congress, as well as faculty at schools of library and information science who wish to teach Library of Congress Subject Headings LCSH to their students, should follow the guidelines of the Subject Headings Manual SHM If however, the selected terms are translated or encoded into authorized terms by the help of a prescribed list, then the indexing language becomes controlled or artificial. This process is called Assigned Indexing It was developed by Dr. In Chain Procedure, the indexer or cataloguer is supposed to start from where the classifier has left. No duplication of work is to be done. Its complex system of coding and role operators served to produce the output strings for printing which appear to be unnecessary in an online system. Place name was treated in several ways with the role operators O , 1 , 5 and occasionally 3 as part of the subject string. The use of role

operators in such a manner was not of much help for online searching.

Chapter 7 : IDEALS @ Illinois: The Subject Approach to Information (Book Review)

Subject Approach to Information in Libraries. Essentially, these factors form the basis of problems in identifying a satisfactory subject approach and the need to have a vast array of tools to explain the subject approach to knowledge or information.

Chapter 8 : Subject Approach to Information: A. C. Foskett: www.nxgvision.com: Books

The Subject Approach to Information by A.C. Foskett starting at \$ The Subject Approach to Information has 8 available editions to buy at Alibris.

Chapter 9 : LIBRARIANSHIP STUDIES & INFORMATION TECHNOLOGY: Subject Cataloging

An evaluation of the subject based gateway (SBG) approach to providing access to networked information resources was carried out. The emphasis of the study was on the general approach rather than on the performance of specific JISC-funded services.