

Guidelines for the Learning Material Producers

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Learning path submitted by **Dimitris Pantazatos** in the project **Selection criteria for course and materials at local level** last modified on **21/11/2022**

URL: <https://www.commonspaces.eu/lp/guidelines-for-the-learning-material-producers/>

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	S.Lariccia , LINK srl
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logical and methodological Guidelines for Teachers.

Hints and suggestions for a shared process of enhancements and optimization of Learning Material towards a better preparation to use learners' feedback involved in online and hybrid courses.

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Premises and contextualization

These pages aim at introducing the work expected to produce the Project Result 2 (PR2) of the We-Collab project for the partners involved under coordination of Sapienza Università di Roma.

As far as these goals and for this context, the reader should try to frame each paragraph, any information proposed within the more general goals of the project We-Collab.

This project assumed the objective to learn from the emergency of the Covid-19 the lesson that can be learnt about what would be a better preparation of teachers and course designers and organizers to face the needs of a forced commit to remote or hybrid use of the so called "digital platforms to support teaching and learning" (Learning Management Systems) to design, teach and distribute formal courses in Higher Education or in similar contexts.

1 Why are we using this tool to co-create the guidelines interactively?

We-Collab Project Result 2, PR2, is intended to achieve the following goals:

- a) to set up the framework in which teachers and students at university would be able to reach a better understanding of reciprocal behavior while teaching/learning via a detailed analysis of the flow of digital information from both sides of the learning session
- b) to explore what difficulties, what misunderstandings may regards to language usage both in didactics materials and in text speech used in synchronous lessons
- c) how data generated by production, organization and active participation both in synchronous and asynchronous HighEd courses can be analyzed and interpreted to support both teachers and students in better performing in the learning process. This goal, though can be perceived as an ambitious one, needs to be conducted in a highly interactive way with full awareness of teachers, tutors, students and mediators of the “experiment”, the system designers.

For the We-Collab partnership, for technological and for the scientific partner as well as for the educational partners, it is highly important to carefully listen to suggestions and reflections made by teachers involved in the experiment in order to identify most relevant cross-reference of digital data produced during the learning interactions, most meaningful interconnections of signals that can be interpreted as a possible parameter, alternatively, of a good, poor or very poor interaction in the learning process., with the purpose to ameliorate these features that qualify a good interaction between teacher / platform /student mediated by technology.

This is why we need your full involvement, as teachers or educators, in designing what can make sense, observe and analyze. We intend to develop some hypotheses together with you and to prove them sensible or wrong. We don't pretend to reach any "philosophical stone", any "gold rule": we don't expect to find the "Open Sesame" of the digital learning interactions: our best result could be an orientation in what can be researched further, but moreover in finding what kind of sensible data could be collected and matched to make further advancements towards a better exploitation of big data analysis in learning processes.

2 What are the goals of this tool?

In order to achieve your best involvement in the design process we need to get you In order to achieve your best involvement in the design process we need to get you able to interact within the project design of the platform. We will begin to put in the framework some ingredients:

- a) text analysis tools application
 - programmed to identify parameters, thresholds and typical values attaining to poor, good or optimal understanding and learning
 - adapted to observe and compare quality in face to face and web mediated communication
 - programmed to identify possible biases in comprehension between mother tongue students versus second language learners
- b) a mobile app to collect active feedback from students
- c) a set of neurological tools to collect physiological signals of awareness, attention, and cognitive overloads. How to select the fittest of these tools and the best cross-analysis of data produced by these tools is a common responsibility to reach sensible results in our project. Only your intelligent insight as a teacher, as a tutor or as a student can bring to our design a real contribution and a profitable result for the international learning / teaching community.

Why?

Making a step back, if you need to remind our goals, a set of general motivation to participate in this techno-pedagogical experiment rely on these reasons, clearly expressed in the following excerpt from a journal article recently dedicated to Learning Analytics rationale by a teacher and expert of the domain, Hayo Rinders:

“If only there was a way for us to know how our students are doing at any given moment...Who is paying attention, and who is falling asleep? Who understands the lesson and who has no clue what is going on? And wouldn't it be great if we knew who is motivated and who is ready to drop out of the course? Professor Hayo Reinders discusses how learning analytics (LA) can be used to identify potential problems early on.”

Hayo Reinders¹, Published 08 April 2019

[follows from the Cambridge University Press article]

“Learning analytics (LA) involves using often large amounts of data for monitoring learner participation, engagement and comprehension. It can be used as a way to identify potential problems early on in a course and even make predictions about future cohorts. LA aims ‘to build better pedagogies, empower active learning, target at-risk student populations, and assess factors affecting completion and student success’ (NMC Horizon Project, 2016).

Learning analytics in language learning

Learning analytics can be applied to any educational domain. In language education it can be used to monitor general indicators, such as attendance and performance on tests. It can also be used to monitor specific language related issues, such as whether students achieve a certain number of target vocabulary items in a certain period of time, or whether particular groups of students struggle with certain grammatical features.

LA can help to answer everyday pedagogical questions that teachers of almost any level of technical skill can apply. It can also help to answer broader questions, for example about education systems as a whole. It can be used by educational policy analysts, ministries of education, and so forth. Although large-scale studies with sometimes enormous data sets (think for example of national test scores) are out of reach for most teachers, most of us already have access to a lot of information about our students that we can ‘mine’ and analyse.

Think of your school's Learning Management System (LMS; such as Moodle). It records attendance, completion of activities, grades and a lot more. Such data can be used to look at patterns. For example, noticing that students who do not complete certain activities tend to do worse than those who do, can help the teacher to identify ‘keystone’ tasks that they must ensure everyone engages in before moving on to another topic. Similarly, test scores may correlate with attendance and this can help to identify at what point in a course intervention may be needed. Most LMS have easy tools for analyzing data or can export data to use with Excel for simple statistical queries.

Beyond the LMS

Nowadays, available data goes well beyond LMS. A lot of teachers use classroom interaction and management programs like We-Collab, Socrative, ClassDojo and Seesaw. These record

¹ Reinders, Hayo, «Learning analytics for language teachers | Cambridge English», Cambridge University Press, 2021.
<https://www.cambridge.org/elt/blog/2019/04/08/learning-analytics-language-teachers/>.

various types of learner engagement, by assigning points for completing activities, or by letting the teacher (or the students themselves) award points or badges for active participation.

The teacher can (either during the lesson or afterwards) identify students who communicate more or less, who more actively participate in group work, or those who do not do well on some of the exercises. This can help with early identification of possible problems. Of course, such data does not have to be restricted to the teacher, it can be successfully shared with learners. A number of studies have shown that learners can see what they have done and how they compare with others. This can be a great motivator. It also helps to give students a greater sense of control and responsibility for their learning.

There are also advantages for professional learning and teacher collaboration. By comparing data across classes, similar patterns and outliers can easily be identified. These can benefit the entire school and help with building communities of active teacher learning. Although Learning analytics is an entire scientific field in and of itself, the many types of data and the practical tools available make it entirely feasible for teachers to more deeply analyse their classes. As a result, teachers get to know their learners better.”

The initial pedagogical assumption for We-Collab is that Language Analysis is a powerful medium to support, monitor and assess the understanding of any given subject taught at least in domains where natural language is the main form of representation of knowledge and, a step further, especially in domains where the natural language is often forced to serve as a "specialized jargon" often based upon a vectorial language different from the main natural language of the teaching.

In this sense, measuring the ability to master a specialized language would mean being able to better assess understanding at large of the concepts' system at the base of a given subject.²

3 How to proceed, what are we asking for by you, universities partner involved in PR2

We will organize our project in three stages: first we will analyze what types of data can be extracted from the text used on the learning interactions (learning materials, lessons transcriptions, and possibly other sources available) . At the second stage we will get acquainted with neurocognitive data. At the third stage we will interlace these data to extract possible meaningful signals from the cross analysis of the two kinds of information.

In the first stage we need you take acquaintance with Language and text analysis tools: We need to share some common sense knowledge of Text Analysis tools. Here you've got some basic concepts of parameters that are in use and that can be extracted from your Learning Materials making use of CommonSpaces Language Analysis Desk:

- readability index
- syntactic complexity
- semantic analysis and semantic richness
- classification into levels of language competences needed (proficiency index)
- specialization in vocabulary usage (matter specific lexicon)

² We will deep in this assumption and other experiences collected from the pedagogical literature, later in Chapter 4

In order to do this you are requested to upload documents that play a role in your course, such as;

- Course Syllabus
- Course Lessons (or Documents on which you are going to base your Lessons)
- (or) Transcriptions of your speech lessons
- Glossary (or Glossaries, and any tool used to prepare a glossary)

Once you have selected and uploaded a sample of these materials you can take advantage of an interactive analysis conducted together with some technical staff able to guide you through this process. This will lead you to understand what kind of information you can get from the text themselves.

3.1 What are your possible objectives?

What is the news that can come from this project: the intertwined action of different methods of collecting feedback from students (or learners):

- **LAM** feedback will tell us how the material is oriented in terms of Language Readability, what are the intrinsic quality measures of text, structure of course material, lessons text and so on
- **NSS Analysis** (analysis of neuro-signal feedback from students during learning activities, alive or asynchronous)

The project is aimed to analyse data from two possible sources of information: first, the objective data that we will extract from Learning Material Documents; and secondly, the collection of students' analysis of signal (conscious or unconscious) of attention, of disorientation, of loss of contextualization ³.

The intercrossing of these sources of information regarding the process of learning would hopefully bring new means and hints on how to achieve a better performance in teaching/learning in situations where the support of digital technologies is whether forced by emergencies or freely chosen by the actors as a new opportunity of knowledge transmission.

3.2 What rules must we follow?

To reach some meaningful result we have to follow some basic rules.

We need to have a unique group of learners / students that will have to give us results (=feedback) on both the collecting techniques (LAM, NSSA)

³ Simonetti, Ilaria, Luca Tamborra, Andrea Giorgi, Vincenzo Ronca, Alessia Vozzi, Pietro Aricò, Gianluca Borghini, et al., «*Neurophysiological Evaluation of Students' Experience during Remote and Face-to-Face Lessons: A Case Study at Driving School*», Brain Sciences, vol. 13, fasc. 1, gennaio 2023, p. 95. <https://www.mdpi.com/2076-3425/13/1/95/htm>.

4 What kind of pre-processing may we need to apply before the pilots using each course in We-Collab

As already agreed earlier in spring, we may need to operate some preprocessing actions to get a formatted and homogeneous corpus of learning material for each and every partner.

We want to summarize these tasks here and try to support on this basis the effort of each partner, provided that they identified the course, the address of the digital material and the conditions to access it (link, password etc.)

Our goals are:

- insert our learning documents (the materials we plan to use into our course modules, external reference material, bibliography, glossaries) into the Corpus Section of WeCollab
- let the material be processed by the Natural Language Processing Application of We-Collab (based on Spacy)
- check the results of the first processing and interact with these results: annotated documents, a Domain Focused Glossary
- use the Annotated Material, containing references to a new **Emergent Glossary**, as a collaborative tool to build a shared Glossary together with the class of learners (with more or less support by learners, according to the level of their capacity and synchronicity)

At the end of this process we will be able to:

- enhance the quality of our material, having a net of semantic references (collected into one or more specialized glossary, one for each base language used in documents)
- verify with learners their capacity of accessing and appreciating usage of semantic tools available throughout the glossary
- ask learners to contribute to annotation and referencing, possibly both perhaps in their mother language as in the document base language,
- discuss with them while refining terms and concepts collected into a dynamic glossary to be associated with the LMS of use as a Course Glossary for this course and eventually for other Courses taught in parallel throughout the same LMS.

Preparation (or restructuring) of Learning Materials

In order to be able to collect feedback information from learners LM should adhere to some constraints in terms of formats, annotations and accessibility.

We assume here that a textual version of the Learning Materials must be provided by any teacher, both for learners' references at the beginning of the class, and for the teachers to organize their teaching and to enhance the quality of teaching year after year.

Moreover, Learning Materials should be constructed or restructured following some basic rule if we want to reach further results with the evaluation of the efficacy of them and with the evaluation of the feedback received by students during the class.

Modularization of LM

In the past decades many books and papers have been published online on the theme of better learning. Some of them contains explicit reference to the item of well structured Learning Materials. Here are some relevant citations.

[from: How people learn, ⁴]

The seven Principle of Human Learning:

1. Learning with understanding is facilitated when new and existing knowledge is structured around the major concepts and principles of the discipline.
2. Learners use what they already know to construct new understandings.
3. Learning is facilitated through the use of metacognitive strategies that identify, monitor, and regulate cognitive processes.
4. Learners have different strategies, approaches, patterns of abilities, and learning styles that are a function of the interaction between their heredity and their prior experiences.
5. Learners' motivation to learn and sense of self affects what is learned, how much is learned, and how much effort will be put into the learning process.
6. The practices and activities in which people engage while learning shape what is learned.
7. Learning is enhanced through socially supported interactions.

National Academies of Sciences, Engineering, and Medicine. 2002. Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10129>.

Modularization of Documents is a quite obvious but nevertheless fundamental parameter for Learning Materials. We need to be able to examine, to analyze documents that constitute the whole corpus of a Course in a discrete way, i.e. reach every part of the document easily, effortlessly and quickly. We need to have an efficient ToC to do this.

Each part of the LM corpus will have a meaningful and readable title containing semantically not-ambiguous tag to correlate with one or more of the Keywords or Key Phrases that will compone the Conceptual Map of the subject being taught.

Each **Module** should correspond to a well distinctive set of Keywords o Concepts.

Ideally, each Module should be also classified according to the Level of Explanation in which it will occur. The chain of modules could be articulated into one or more then one level of explanation (or, could we also say, one or more lines of discourse).

⁴ *How People Learn: Mind, Brain, Experience and School* (Expanded Edition) (NRC, 2000b) National Academies of Sciences, Engineering, and Medicine. 2002. Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10129>.

Annotation and Enrichment (Preparation of LM before the class)

In order to let the text be trans-connected to other text or meta-text tools through **semantically based links**, the text of each module should be ready to be annotated by the teacher himself or by any assistant, colleague or by students willing to actively participate in the process of transmission of knowledge.

One particular kind of annotation, (and one of the most useful in learning) is the annotation to one **Glossary** or to one Taxonomy.

A **Glossary** could be seen as another tool for navigating through a document line, following alternative ways to proceed, other than the main **Table of Contents**. A Glossary is absolutely useful in the later stages of assessment of learning. Through the usage of a Glossary as a reference, and evaluating the capacity to master the terms inserted in the Glossary, a teacher might be able to assess in a better way the level of understanding of the subject being taught. Is therefore a very good habit to adopt a Glossary before the begin a course, but it is also a very good use to refine and fine tuning the Glossary after each occurrence of the course, even best if in collaboration with students and learners if you find the willing learners available and actively collaborating with you.

Feedback by willing participants (using We-Collab)

This process of enrichment of the Learning Materials you prepared in collaboration with the most active students, ideally with every student, is pedagogically to be considered as an important part, one of the most important part, of the process of teaching / learning.

In our project we plan to build new way to collect feedback by learners and new way to intercross different types of feedback.

This is the reason why we need, for our pseudo-Pilots, a particularly well constructed Learning Materials.

Firstly, we may consider the use of We-Collab platform to let teachers and learners interact with each other by providing annotations, enrichments, references to the initial corpus of Learning Materials.

We-Collab allow students to participate in the process of analyzing content: describing it, classifying it under international standards, evaluating level of difficulties for different types of readers; establishing relations between online encyclopedias and taxonomies, and even proposing new contents in addition to the one created by the teachers.

Through the registration into We-Collab platform a student will be able to take part into this process and, after allowing explicitly with her/his permission, this activity can be also traced down in a common register of activities.

Feedback by learners during live classes

Moreover, a student will be able in a later stage to express through the WeCollab App her/his reactions in synchronicity with the exposition of each module by the teacher, rating her/his perception and understanding of the content being taught.

Note that even if the WeCollab App would not be automatically synchronized with the proceeding of the lesson supported through an LMS or LCMS other than WeCollab, still the synchronization could be arranged by some kind of mechanism or human mediated intervention.

So again here, we recommend you to follow these rules for a fine grained structuring of the Learning Materials because if any section of the Documents could not be correctly identified with a definite concept or a specific relation between concepts, all this analysis would be deprived of sense.

5. Language Analysis, Glossaries and Assessment

The concept of Emergent Glossary in Knowledge Building constructivist teaching / learning methodology

Rationale and expected results of this quality enhancements to the Learning Materials

We are exploring (and later testing to proof or falsify) the hypothesis that:

1. Glossaries and other language enrichment of learning materials are strictly related to efficacy of Learning Materials
2. Building Glossaries and bundling them to external online encyclopedias is part of the learning process itself, and caring and updating your own teacher's glossary through the years would mean caring and updating a main tool you have in performing your teaching activity
3. Building glossaries in collaboration with the learners would let your reach better records in performing your teaching

The definition of Emergent Glossary was coined at Sapienza inside the activity of a project of Digital Humanities applied holding the scope to build a semantic map (or taxonomy) of the specialized language of italian poetry of the High Middle Age era (also known as Romance era) .

In that case an Emergent Glossary was created by the comparative analysis of modern Italian and Romance ancient Italian language. Obviously the glossary (or the ontology in that case) available at that time was a collaborative construction derived from the Italian standard vocabulary, at that time quite recently available online . The emergent glossary was defined as the result of a research / teaching collaborative activity focused at the production of this digital artifact which would have represented an historic status of the ancient Italian language.

We use here the term Emergent Glossary to identify the similar process of the representation (and partially re-construction) inside the academic institution, of a specialized jargon, attaining a specific domain of knowledge. A domain of knowledge which is often freshly reported from a dawning economic sector, and in its early phase of definition.

if you consider here the net of relations between knowledge and language as a map of definitions of objects of the world, but also as a net of relations between objects, facts and their intertwined relations, you can appreciate how much a glossary of a specific domain could be an artifact that is under construction by researchers, scholars together with real world protagonists and operators.

Consequently to teach such a map, often partially new, partially synthesized inside the academic arena, would mean to try and represent in the brightest and much comprehensible

way how that sector or that niche of the real-world economy, or of the real world itself, could be described, represented to be transmitted from a group of researcher to a new class of young apprentices trying to enter and participate into that realm.

We may easily infer from here that assessing the capacity of managing "that specialized language" would mean, in a good approximation, a proper way to assess the capacity of managing concepts underlying the representation of that system of phenomenon, that map of a specific reality, being such a knowledge, system a socio-economic system, a "natural" system, or a life sciences system.

In other words, in short, measuring the capacity of a learner to master a specific language is a good, not exclusive, way to assess the level of mastering the taught matter.

As a further consequence of this reasoning, we assume the hypothesis that enhancing the quality and measurability of our learning materials would bring a better capacity to assess the level of acquisition and comprehension of a given system of concepts and knowledge.

In the following few paragraphs we report results of a short review of pedagogical and assessment experiences made explicitly following these hypotheses.

Experiences of emergent glossaries use in hybrid didactic learning: a short review

We collected here some experiences from the past few years in coping with applications of Learning Materials enrichment and the connection to a Glossary or to Glossaries.

In *"An Experience of the Application of Glossaries and Wikis for Collaborative Learning of the Materials Science Subject,"* evidences and conclusions are drawn from an experience of application of Annotated Materials and Glossaries to the learning process of a group of students engaged in self-regulated learning during 2 academic years. Results were collected through questionnaires and matched against academic progression results.

This case is indeed different from our case study in which we do not provide any validated results but we just intend to provide a prototype showing the rationale of a mixed approach of a crossed analysis of different sources of feedback.

In another document (a 2007 Phd Thesis of Educational Sciences at St. John Fisher University⁵) we found other occurrences of the benefits of practicing with activities of Vocabulary enhancements for High Ed students who are struggling with learning and comprehension.

In particular, as we may read at p. 12. it is cited the specific case of learners in a language other than the instructional language::

"Many English language learners (ELL) struggle with reading comprehension for several reasons. English language learners truly experience the "double edged" sword (Rupley & Slough, 2010); they are learning a second language, which is the language of instruction (English), and are being held accountable for learning content and concepts in the English

⁵ Glende, Leslie, «*Vocabulary and Word Study to Increase Comprehension in Content Areas for Struggling Readers*», Fisher Digital Publications, 2013, pp. 2–70.
https://fisherpub.sjf.edu/education_ETD_masters.

language. ELLs must perform twice the work of their English-only peers because they are learning the English language while new learning content. Rupley and Slough also state that ELLs may come to school with the vocabulary half the size or less of those of their peers. The deficit in vocabulary becomes problematic for ELLs when considering comprehension of texts. According to Vaughn, Martinez, Lilan-Thompson, Reutebuch, Carlson, and Francis (2009), ELLs are still being held to the same accountability standards as their English-only counterparts. For ELLs, the deficits in vocabulary knowledge and comprehension that are experienced in the early grades tend to snowball into larger problems as they progress throughout school. Taboada and Rutherford (2011) found that it is common that Spanish-speaking, fourth-grade ELLs had relatively strong on-grade word decoding and fluency skills; however, students' oral language and comprehension skills were between two to three levels below grade level. Furthermore, in the upper grades, ELLs face challenges because of struggles with academic text, lack of content area knowledge, and underdeveloped oral language and vocabulary levels that can have a negative impact on their academic achievement (Denton, Wexler, Vaughn, & Bryan, 2008). A lack of proficiency in academic language often impedes older second language learners in their abilities to comprehend and analyze academic texts."

Glende, Leslie «*Vocabulary and Word Study to Increase Comprehension in Content Areas for Struggling Readers*»

Abstract: This action research was conducted to examine how instructional strategies and providing students with vocabulary strategies support word knowledge and increased comprehension in content areas for struggling readers. From the literature review, a combination of direct instruction and vocabulary strategies were suggested to increase word knowledge and comprehension. Research was conducted in a special education classroom with four students.

Through surveys, interviews, and observation, it was evident that vocabulary strategies positively impacted students' ability to comprehend social studies content. These findings call for teachers to evaluate their instructional practices to provide direct instruction combined with vocabulary strategies. Many opportunities should be provided for students to interact with words on a regular basis across a variety of contexts.

Yet another paper, "*An Experience of the Application of Glossaries and Wikis for Collaborative Learning of the Materials Science Subject*," reported of proceedings in applying experiencing with Glossaries and Wikis (also Wiki Glossaries, as we plan to automate in our We-Collab platform) into a specific educational domain, which is Materials Science.

"Wikis are presented as potentially powerful tools to encourage collaborative writing [10]–[12]. Wikis can serve to a variety of educational purposes, such as presenting class materials, keeping a record of knowledge, storing documentation for a research project, supporting collaborative writing projects [13], [14] or as a tool to train the students to collaborate and develop the communication in small groups [15]. Wikis are often praised as a computer-supported collaborative learning tool to support online collaboration and can provide a more efficacious, more convenient and more flexible collaborative experience especially for learners but also for teachers [16]–[18]."

Conclusions of this work were checked against a validation through matching with academic results of learners:

The analysis and corrective actions carried out have allowed more satisfactory results to be obtained during the following academic year in which this methodology was applied. Students have been asked a questionnaire to find out their perception of the competences they consider to have consolidated and / or developed with the collaborative work carried out. The impact of the implementation of collaborative learning methodology on the academic performance of students has been obtained through the analysis of academic results. The implication of students has contributed successfully to the acquisition of competences and

self-learning, providing them with more control over their own learning process. on each of the tasks.

Conclusions of this work were checked against a validation through matching with academic results of learners:

In relation to the acquisition of the teamwork competence (B8), it is observed that while in the academic year 2015/2016 many students were reluctant to work in a team due to their individualistic nature that make them act only for the motivation of the grade, during the 2016/2017 academic year because not only individual participation is evaluated but also group cooperation working on common objectives, what led to a greater degree of acquisition of this competence, very necessary for future work development, because tasks in the business world are increasingly difficult, making individual resolution of problems not possible.

So this competition is increasingly valued in the business world. Finally, with the development of the wiki, all students have acquired the competence of autonomous learning capacity for continuous professional development (B10), by having prior knowledge and being a self-directed learning to acquire by themselves the ability to search and select information from quality, understand the information and learn it. It should be emphasized that wikis appear to be especially useful in preparing students for future work environments, which are characterized by a growing demand for advanced skills to analyze information and solve complex problems in multidisciplinary groups [49]. More specifically, the implementation of collaborative learning methods allows the creation of learning environments in which authentic tasks similar to those in professional contexts are simulated [50].

The academic results obtained in the Materials Science course show that students who participate in the teaching innovation study have higher success and performance rates than students who have not participated in the study. Statistical analysis shows significant results. However, further studies are needed to resolve the limitations appeared by the number of participating students and the duration of the study with randomly selected participating students.

The participation of all students would be interesting, so that all of them acquire the transversal competences, many of them necessary for their future professional development. The subsequent activities will be developed in such a way that the interaction between the participants can be evaluated in more detail, considering a greater number of factors. In this manner, the results will show the relationship between academic results and participation in the study in a more adequate and effective way.

In summary, we may conclude that the relationship between vocabulary and encyclopedic knowledge from one side, and building learner's own knowledge from transmitted information, from lessons or from self-paced learning, is really tight and that assessment can be empowered by taking into account the ability of learners to master a specialized vocabulary provided by, or generated together with, a specially trained teacher.

D. Eliche-Quesada, M. D. L. Rubia and M. L. Martínez-Cartas, *"An Experience of the Application of Glossaries and Wikis for Collaborative Learning of the Materials Science Subject,"* in IEEE Revista Iberoamericana de Tecnologías del Aprendizaje, vol. 16, no. 2, pp. 161-170, May 2021, doi: 10.1109/RITA.2021.3089932.

Abstract: In this study, wikis and glossaries as complementary and optional tools to develop an active methodology based on online peer-learning with the objective of promoting active participation, the acquisition of competences and improving in the teaching-learning process, as well as, the academic performance in the subject Materials Science of the Chemistry Degree of the students' self-learning during two academic years. Making use of the learning management system ILIAS, a collaborative learning environment has been created by and for students. The problems found in the experience carried out during the first academic year have been described. The analysis and corrective actions carried out have allowed more satisfactory results to be obtained during the following academic year in which this methodology was applied. Students have been asked a

questionnaire to find out their perception of the competences they consider to have consolidated and / or developed with the collaborative work carried out. The impact of the implementation of collaborative learning methodology on the academic performance of students has been obtained through the analysis of academic results. The implication of students has contributed successfully to the acquisition of competences and self-learning, providing them with more control over their own learning process. URL:

<https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=9458249&isnumber=9506898>

Dagmar Gromann, Johannes Schnitzer

Where do Business Students Turn for Help? An Empirical Study on Dictionary Use in Foreign-language Learning

International Journal of Lexicography, Volume 29, Issue 1, March 2016, Pages 55–99,

<https://doi.org/10.1093/ijl/ecv027>

Fink L. Dee. 2013. *“Creating Significant Learning Experiences : An Integrated Approach to Designing College Courses.”* Dissertation Jossey-Bass.

Rationale and results of this quality enhancements to the Learning Materials

In summary we explored in the following paragraphs some pedagogical conclusions of what we could define as a **Collaborative use of Language analysis related to Learning Materials** preparation and re-use.

“Learning with understanding is facilitated when new and existing knowledge is structured around the major concepts and principles of the discipline.

Highly proficient performance in any subject domain requires knowledge that is both accessible and usable. A rich body of content knowledge about a subject area is a necessary component of the ability to think and solve problems in that domain, but knowing many disconnected facts is not enough. Research clearly demonstrates that experts’ content knowledge is structured around the major organizing principles and core concepts of the domain, the “big ideas” (e.g., Newton’s second law of motion in physics, the concept of evolution in biology, and the concept of limit in mathematics) (see, for example, Chi et al., 1981; Kozma and Russell, 1997). These big ideas lend coherence to experts’ vast knowledge base; help them discern the deep structure of problems; and, on that basis, recognize similarities with previously encountered problems. Research also shows that experts’ strategies for thinking and solving problems are closely linked to rich, well-organized bodies of knowledge about subject matter. Their knowledge is connected and organized, and it is “conditionalized” to specify the context in which it is applicable.

If one conceives of advanced study as moving students along a continuum toward greater expertise, then advanced study should have as its goal fostering students’ abilities to recognize and structure their growing body of content knowledge according to the most important principles of the discipline. Therefore, curriculum and instruction in advanced study should be designed to develop in learners the ability to see past the surface features of any problem to the deeper, more fundamental principles of the discipline.”⁶

⁶ AA.VV Learning and Understanding, *Learning and Understanding*, National Academies Press, 2002.

6 Appendixes: Course selections made by each partner to proceed with a pre-pilots experimentation of Learning Material analysis and Feedback analysis

Università di Roma of Sapienza: Courses and Use Cases

Personnel involved

Fernando Martinez de Carnero

Stefano Lariccia

Marco Ramazzotti

1. *Linguistic and Conceptual support for Technology innovation applied to Heritage and Tourism Science* coordinated by Fernando Martinez de Carnero (fernando.martinez@uniroma1.it), along with three colleagues: Stefano Lariccia (stefano.lariccia@uniroma1.it),
2. *How to write a scientific paper in the age of the web-collaborative tools for publishing, storing, retrieving information* Stefano Lariccia (stefano.lariccia@uniroma1.it),
3. *Marketing and agritourism techniques for Innovation of touristic management* Fernando Martinez de Carnero (fernando.martinez@uniroma1.it),

SAP Use Case 1: learning material preparation for the Course *Linguistic and Conceptual support for Technology innovation applied to Heritage and Tourism Science*

(in progress)

Source of Learning Materials:	
Glossaries and other Language Enrichment tools:	
Analysis and processing:	
Student Feedback Analysis:	

SAP Use Case 2: learning material preparation for the Course *How to write a scientific paper in the age of the web-collaborative tools for publishing, storing, retrieving information*

(in progress)

Source of Learning Materials:	
Glossaries and other Language Enrichment tools:	
Analysis and processing:	
Student Feedback Analysis:	

UAM Universitat Autònoma de Madrid: Courses and Use Cases

Personnel involved

Azucena Penas Ibáñez
Rosa María Esteban Moreno
María Muelas
Claudia Messina

4. *Prevention, diagnosis, and guidance for educational inclusion*, coordinated by Rosa María Esteban Moreno (rosamaria.esteban@uam.es), along with three colleagues: Elena Garayzábal (elena.garayzabal@uam.es), Claudia Messina (claudia.messina@uam.es), and Tamara Benito Ambrona (tamara.ambrona@uam.es).
2. *Discourse Analysis Topics (Meaning and Function)*, coordinated by Azucena Penas Ibáñez (azucena.penas@uam.es), along with six colleagues: María Muelas (maria.muelas@uam.es), Rocío Jiménez (rocio.jimenez@uam.es), Beatriz Méndez (beatriz.mendez@uam.es), Susana Gala (susana.gala@uam.es), Marta Tordesillas (marta.tordesillas@uam.es), and Isabel Solana (isabel.solana@uam.es).

UAM Use Case 1: Prevention, diagnosis and guidance for educational inclusion

Course title	Language:
Source of Learning Materials:	LM by Rosa María Esteban Moreno
Glossaries and other Language Enrichment tools:	Glossary of the Course
Analysis and processing:	
Student Feedback Analysis:	

UAM Use Case 2: Discourse Analysis Topics

Course title	Language:
Source of Learning Materials:	Azucena Penas Ibáñez
Glossaries and other Language Enrichment tools:	Glossary of the Course
Analysis and processing:	
Student Feedback Analysis:	

University of Rijeka: Courses and Use Cases

Learning Materials from University of Rijeka is still missing, work in progress.

Personnel involved

Maja Vujičić

Maja Vujičić PhD, Assistant Professor, Chair: 91/IV E-mail: maja.vujcic@efri.hr

Phone: (051) 355 117

Office hours: Friday 11.45 AM - 01.45 PM

Matia Torbarina

Chair: 57/III

E-mail: matia.torbarina@efri.hr

Phone: (051) 355 131

Courses involved:

- Marketing

URJ Use Case 1: Marketing

Course title	Language: Croatian
Source of Learning Materials:	Matia Torbarina and Maja Vujičić's LMs
Glossaries and other Language Enrichment tools:	Glossary
Analysis and processing:	
Student Feedback Analysis:	

Copenhagen Business School. Courses and Use Cases

Learning Materials from Copenhagen Business School is still missing, work in progress. .

Personnel involved

Responsible for We-Collab is Jesper Clement,
Born 1960 Nationality: Danish Phone: +45 2715 1395
E-mail: jc.marktg@cbs.dk

Short bio, Education and Present position

Ph.D. in Consumer Behaviour from Department of Marketing, Copenhagen Business School
– 2008 Master in Graphic Design from Graphic Art Institute of Denmark – 1997

Architect/Designer from Royal Academy of Fine Art, School of Architecture, Copenhagen –
1988

Now, Associate Professor at Copenhagen Business School, Department of Marketing
Leader of Decision Science Research Cluster (DNRC) - research in behavioural
neuroscience, visual perception and non-conscious decision-making

Courses

- Neuroeconomics
- Neuromarketing
- Neuro Research Design

Course Bibliography

- Clement; Smith; Zlatev; Gidlöf; Van de Weijer (2017) Assessing Information on Food Packages. European Journal of Marketing, Vol. 51, No. 1, 2017, p. 219-237
- Clement, Aastrup & Forsberg; (2015). Decisive visual saliency and consumers' in-store decisions. Journal of Retailing and Consumer Services
- Halloran, Clement, Kornum, Bucatariu & Magid; (2014). Addressing food waste reduction in Denmark. Food Policy
- Clement, Kristensen & Grønhauge; (2013): The influence of packaging design features on visual attention – Understanding consumers' in-store visual perception, Journal of Retailing and Consumer Services, vol.20
- Clement & Sriver; (2012). Visuel identitet som strategi – hvordan virksomheden får det fulde udbytte. Ledelse og Erhvervsøkonomi, vol.3
- Clement, Skovgaard Andersen & O'Doherty Jensen (2012). Framework for Understanding Misleading Information in Daily Shopping, Qualitative Market Research, vol.15(2)

Other publications

- Vincenzo Russo; Qingguo Ma; Jesper Clement; Jia Jin; Tao Liu; Margherita Zito / Editorial : Neuromanagement and Neuromarketing. In: Frontiers in Psychology, Vol. 13, 2022, 5 p. Editorial > peer review

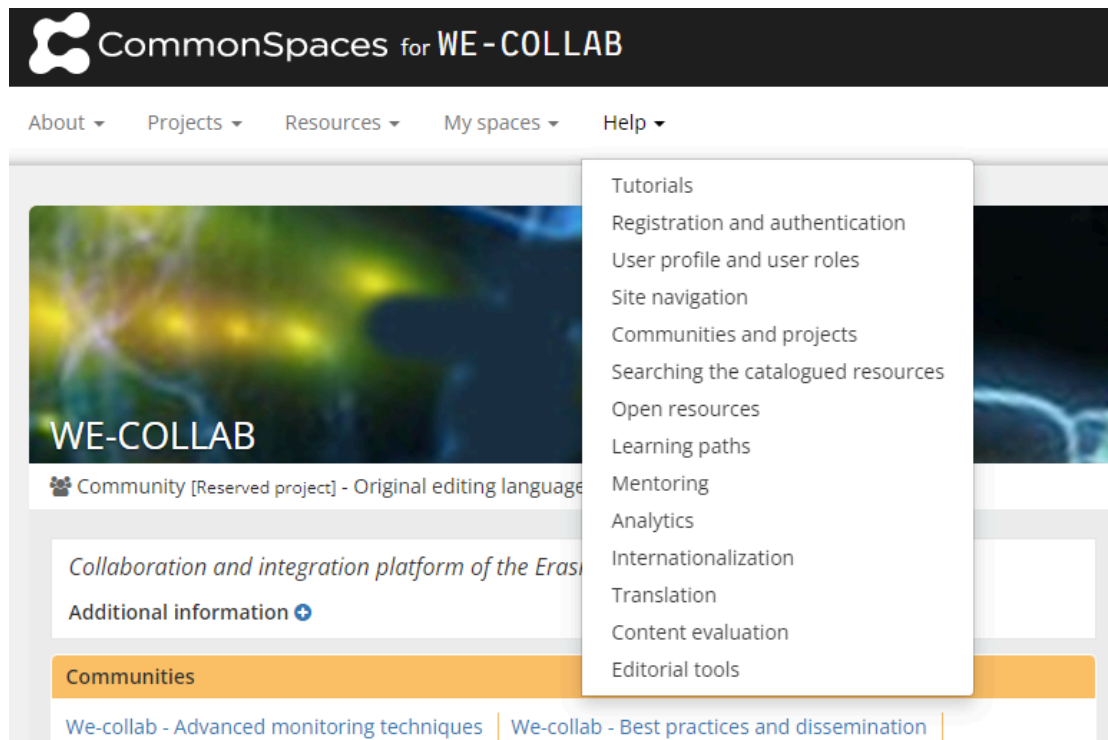
CBS Use Case 1:

Course title	Language:
---------------------	------------------

Source of Learning Materials:	
Glossaries and other Language Enrichment tools:	
Analysis and processing:	
Student Feedback Analysis:	

7 Appendixes 1: Technical hints to upload Learning Materials

In CommonSpaces for We-colab you have a very detailed **Help on line** facility articulated in different sections:



Sections that are useful for this task are:

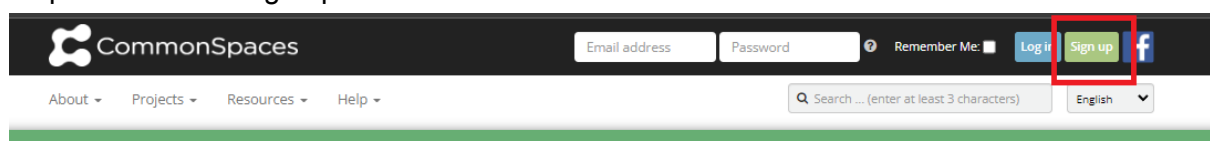
- Registration and authentication
- Site navigation
- Communities and Projects
- Analytics
- Editorial tools
- Learning paths, why and how to use them

We intend to provide here a specific tutorial for the specific task of teachers uploading learning materials.

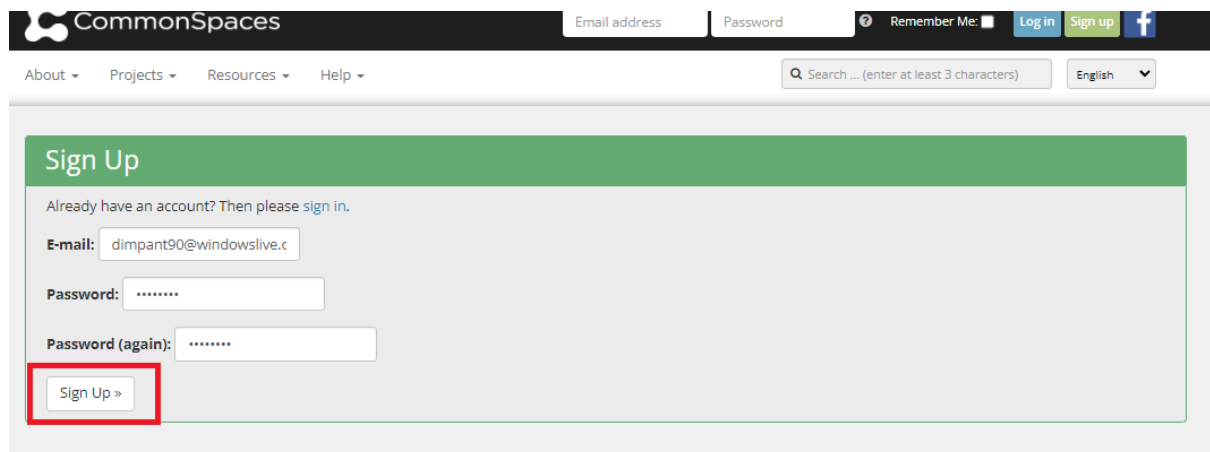
7.1 Registration and authentication

In order to register to the learning platform you have to sign up. This procedure consists of 4 steps:

Step 1: Press the Sign up button as shown below

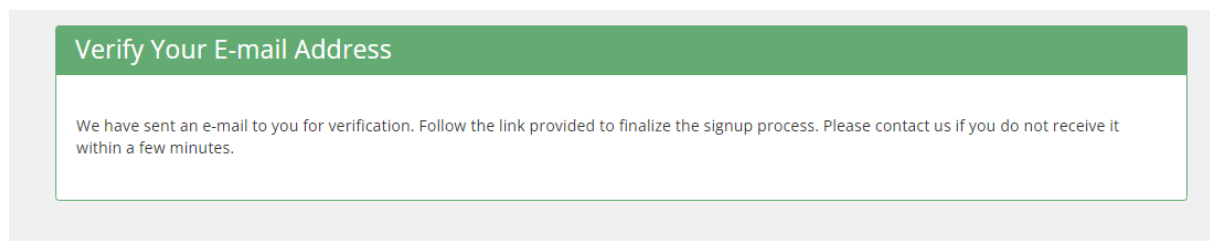


Step 2: Fill out the form shown below and press the Sign Up button



The image shows the CommonSpaces website's sign-up page. At the top, there is a navigation bar with the CommonSpaces logo, a search bar, and links for 'About', 'Projects', 'Resources', and 'Help'. Below the navigation bar, there is a 'Sign Up' section with a green header. The form includes fields for 'E-mail' (containing 'dimpant90@windowslive.c'), 'Password' (masked with dots), and 'Password (again)' (also masked with dots). A 'Sign Up »' button is highlighted with a red rectangle. Above the form, there is a link to 'sign in' for existing users.

A verification mail will be sent to your email address in order to finalize the signup process as shown below



The image shows a message box with a green header titled 'Verify Your E-mail Address'. The text inside the box states: 'We have sent an e-mail to you for verification. Follow the link provided to finalize the signup process. Please contact us if you do not receive it within a few minutes.'

Step 3: Verification mail and Verification URL

In order to verify you will receive an email. You have to click the verification link that was sent as shown below

Hello from CommonSpaces!

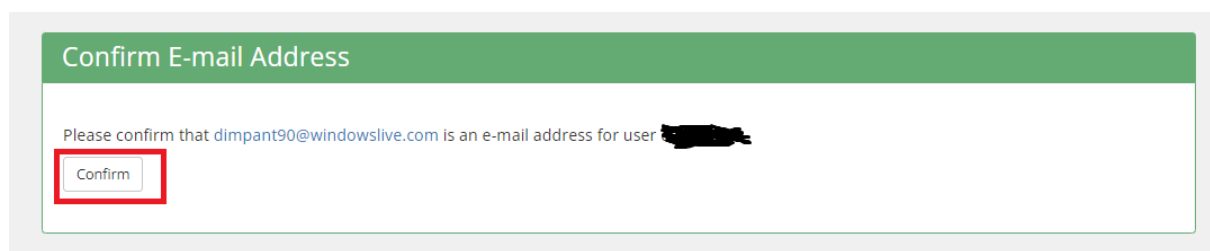
You're receiving this e-mail because user dimpant90 has given your e-mail address to register an account on www.commonspaces.eu.

To confirm this is correct, go to <https://www.commonspaces.eu/accounts/confirm-email/> [redacted]

Thank you for using CommonSpaces!

www.commonspaces.eu

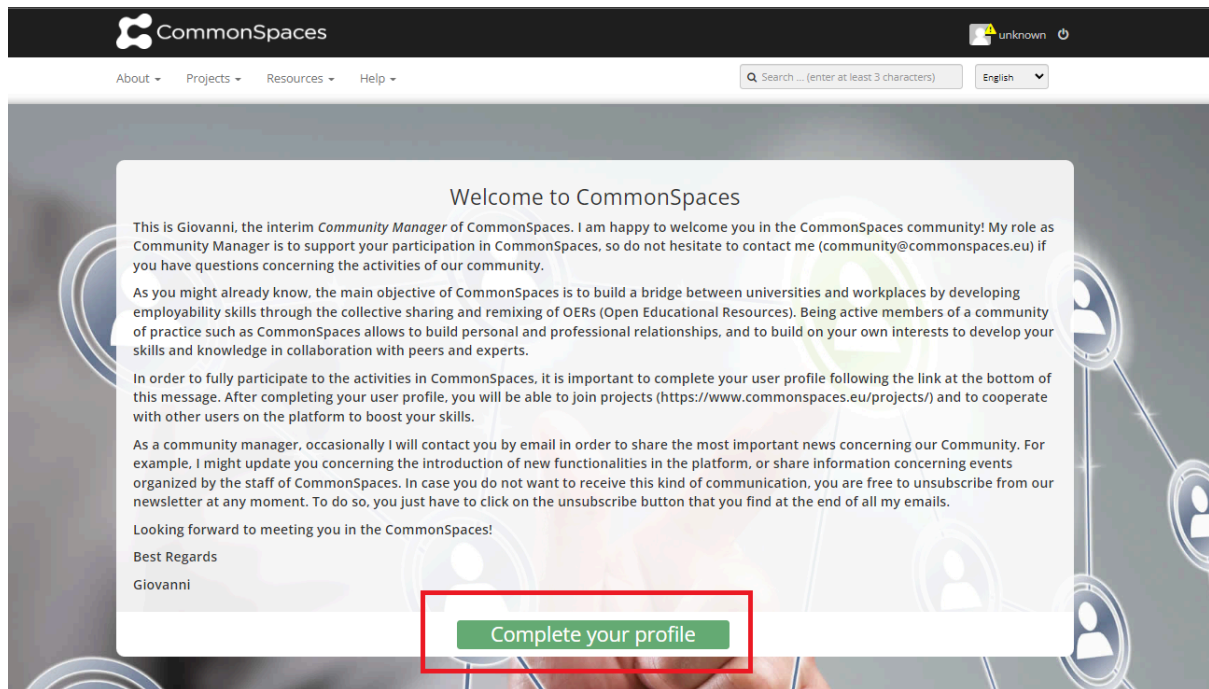
When you press on the verification link you will see a page that will confirm your email address. In order to complete the procedure you have to press "Confirm" button as shown below



The image shows a message box with a green header titled 'Confirm E-mail Address'. The text inside the box states: 'Please confirm that dimpant90@windowslive.com is an e-mail address for user [redacted]'. A 'Confirm' button is highlighted with a red rectangle.

Step 4: Complete your profile

When you will verify your email address you can complete your profile



The fields that you have to fill are shown below (fields with * are mandatory)

CommonSpaces

unknown 

About ▾Projects ▾Resources ▾Help ▾

 Search ... (enter at least 3 characters)

English ▾

General information

Person name *

Family name *

Short presentation *

very short presentation: 100-200 characters

Date of birth *

✕



format: dd/mm/yyyy

Gender

not specified ▾

Country *

----- ▾

City

Education level *

----- ▾

Study or work status *

----- ▾

Study or work position

Field of study

----- ▾

Sector of work

----- ▾

Interest areas

Arts

Economics and Business

Entrepreneurship

When you are ready you can press “Save” or “Save and Exit”

Web site

Social networks / services used

Facebook
Google+
LinkedIn
Twitter

Communication preferences

Skype id

your Skype id will be shared only within active mentoring relationships

P2P communication preferences

← → *I* Paragraph Paragraph B I U ≡ ≡ ≡ ≡ A v v x₂ x² Ω ≡ ≡ ≡ ≡ ...

p

any information useful in negotiating with a partner a convenient 1:1 communication solution

By registering to the platform, by default you subscribe also to our newsletter. In case you do not want to receive email communications from us, you are free to unsubscribe at any moment by clicking on the unsubscribe button that you will find at the end of each email.

Save Save and exit Exit without saving

7.2 Create Projects and Learning Paths

7.2.1 Learning Paths (what they are, how they are used)

A Learning Path is, in terms of the WeCollab platform , a collection of OERs or Text Chunks that can be navigated, lineary or with some alternative method, from one starting point to the end providing a set of Lessons Items, all together building a Lesson. A set of Lessons constitutes in the language of We-Collab a Project, which in turn could be synonym of a Course.

In the We-Collab Project we are using the platform alternatively as a digital tool for Designing Course Material, for collaborating in re-using previous Course material, for classifying and assessing Course Materials.

Let's show how to Create a Project and inside this, a Learning Path in which produce (or aggregate, or embed or put into a new structure) Learning Materials obtained from re-use of previous Courses, from reviewing together with colleagues or with some willing students materials from other sources.

7.2.2 Create a Project and a Learning Path

The learning Material should be added to your projects and learning paths (in the “projects” section, under your profile name). Here are the instructions in order to create your own project and learning path

The screenshot shows a dashboard for 'Self-regulated learning and Learning Analytics'. The main section is titled 'Projects' and contains a button 'Collecting already available materials'. Below this is a 'Community' section with buttons for 'modify', 'translate', 'upload logo', 'upload image', and 'close'. A 'New project' section is highlighted with a red box, containing buttons for 'LP creation' and 'Support project'. Below this is a 'New forum' section with a 'Community' button. At the bottom are buttons for 'Shared folder' and 'Meeting'. On the right side, there is a 'Members' section with a dropdown menu and an 'Add' button, and two buttons for 'Contents dashboard' and 'Recent activity'.

Web you press “LP Creation” you have to fill the fields shown below:

The screenshot shows a form titled 'We-collab - SRL and LA: add project'. It has three main input fields: 'Name' (with a red asterisk and a note 'max length is 78 characters, but less is better'), 'Short description' (with a red asterisk), and 'Longer description' (with a rich text editor toolbar). Below the 'Longer description' field is a 'Reserved' checkbox. At the bottom are three buttons: 'Save', 'Save and exit', and 'Exit without saving'.

When you are ready you can press save

The fields with * are required.

Now your project is ready and you can create your own learning path by pressing the button “Create” as shown below

This is a demo learning path for educational purposes

Additional information ⓘ

Project

[modify](#) [translate](#) [upload logo](#) [upload image](#) [close](#)

New child project

[LP creation](#) [Support project](#)

New forum

[Project](#)

[Shared folder](#) [Message to members](#) [Meeting](#)

OER
[Classify](#)

LP
[Create](#)

eXperience
[Record](#)

Members

Add a member by your initiative

[Add](#)

[Contents dashboard](#)

[Recent activity](#)

In order to create your learning path you have to fill out the fields shown below:

IMPORTANT NOTICE! The content that you are creating will take the currently active language (**English**) as its 'original editing language'. Afterwards, you should edit it using always the same language, and you will be able to add translations to other languages.

Add learning path

In the project Demo Learning Path

Title *

Objectives *

Type of learning path *

simple collection

Target audience

Primary

Secondary

Post-secondary

Undergraduate

Graduate / Professional

Career / Technical

Adult Education

Informal Education

Subject areas

Arts

Economics and Business

Entrepreneurship

Humanities

Foreign Languages

Social Sciences

Interpersonal Skills

Science, Technology and Mathematics

Education

Tutoring and Mentoring

Special education

Information & Communication Technology

ICT Literacy

Tags

CAT tools

ICT literacy

ICT tools

STEM - science, technology, ..

accessibility

artificial intelligence

coding

cognition

collaborative learning

communication skills

content curation

content management system (CMS)

creative industry

critical thinking

crowdsourcing

cultural heritage

customer relationship management (CRM)

digital art

digital divide

digital library

digital media

e-commerce

employability

entrepreneurial skills

Tags

CAT tools

ICT literacy

ICT tools

STEM - science, technology, ..

accessibility

artificial intelligence

coding

cognition

collaborative learning

communication skills

content curation

content management system (CMS)

creative industry

critical thinking

crowdsourcing

cultural heritage

customer relationship management (CRM)

digital art

digital divide

digital library

digital media

e-commerce

employability

entrepreneurial skills

entrepreneurship

foreign languages

group work

information literacy

internationalization (i18n)

labour market

language education

language industry

learning assessment

lifelong learning

machine learning

machine translation (MT)

marketing

mobility

musical education

neurosciences

online collaboration

online services

online work

open data

open translation

professional skills

psychology

search engine optimisation (SEO)

self-directed learning

social network

soft skills

special education needs

statistics

sustainability

telerehabilitation

translation

vocational training

web development

web economy

web marketing

web writing

work based learning (WBL)

click to add or remove a tag

Description

Paragraph ▾ Paragraph ▾ **B** *I* U                   

P

sub-objectives, strategy, method, contents

When you are ready you can press “Save” or “Save and Exit”. Now your Learning Path is ready for publishing.

Demo learning Path

Objectives: Just for educational purposes
Target audience: Adult Education
Subject areas: Tutoring and Mentoring
Tags: digital media, ICT tools, lifelong learning, online services, critical thinking
Type of learning path: simple collection
Path nodes
Add node
Export as PDF

Submitted by Dimitris Pantazatos
10/08/2022
in the project Demo Learning Path
last updated 10/08/2022
Original editing language: English
Publication state: Private draft

The second step is to create nodes to a learning path as shown below:

Demo learning Path

Objectives: Just for educational purposes
Target audience: Adult Education
Subject areas: Tutoring and Mentoring
Tags: digital media, ICT tools, lifelong learning, online services, critical thinking
Type of learning path: simple collection
Path nodes

Export as PDF

Submitted by Dimitris Pantazatos
10/08/2022
in the project Demo Learning Path
last updated 10/08/2022
Original editing language: English
Publication state: Private draft

in order to publish your learning path to the whole community you have just have to press the button “publish for all” as shown below:

Demo learning Path


Objectives: just for educational purposes
Target audience: Adult Education
Subject areas: Tutoring and Mentoring
Tags: digital media, ICT tools, lifelong learning, online services, critical thinking
Type of learning path: simple collection
Path nodes
 Demo Icon
 21st Century Learning - MOOC
Add node
Export as PDF
Comments
No comments yet.

Submitted by Dimitris Pantazatos
10/08/2022
in the project Demo Learning Path
last updated 22/08/2022
Original editing language: English
Publication state: Unpublished

7.3 How to upload Learning Materials

Learning Material can be uploaded in various ways. One way is to upload learning material in the context of nodes of a learning path. In this case you can upload a document (doc, pdf, etc) and/or an OER (Open Educational Resource) and/or an online document as well as a simple text. You can also add a name to this node in the label section. In the OER section you can search and select OERs ready and available.

Demo learning Path

Add learning path node

In this form you can specify 3 types of resources: 1) an OER; 2) a document tailored to the needs of this learning path (LP); 3) a formatted text. When playing the LP, the platform will visualize only one of them: the OER, if present, otherwise the document or the formatted text as the last choice.

Label

OER

Display range

Possibly specify document number and page range(s) for document(s) attached to the OER: see the help pages on LPs for details

Document

Online document

Code to embed an online document, such as a GoogleDoc.

Text content

↶ ↷ I

Paragraph Paragraph B I U

☰ ☰ ☰ ☰ A ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰

p

html

When you are ready you can press the “Save” or “Save and exit” button. Then your node will be ready as shown below:

CommonSpaces

Dimitris Pantazatos

About Projects Resources My spaces Help

Search ... (enter at least 3 characters)
English

Demo learning Path

Objectives: Just for educational purposes

Target audience: Adult Education

Subject areas: Tutoring and Mentoring

Tags: digital media, ICT tools, lifelong learning, online services, critical thinking

Submitted by Dimitris Pantazatos
10/08/2022
in the project Demo Learning Path
last updated 22/08/2022
Original editing language: English
Publication state: **Un-published**
☐ publish for all

Type of learning path: simple collection

Path nodes

- Demo Icon
- 21st Century Learning - MOOC

Add node

Export as PDF

Comments disable

No comments yet.

In addition to this you can also upload content shared with all the participants of a project. The only thing that you have to do is to press to the “Shared folder” button

LP creation [Reserved project] - Community: We-collab-PR3 - SRL and LA - Original editing language: English

This is a demo learning path for educational purposes

Additional information

Project

- modify
- translate
- upload logo
- upload image
- close

New child project

- LP creation
- Support project

New forum

- Project

Shared folder

Message to members

Meeting

OER

- Classify

LP

- Create

eXperience

- Record

Members

- Add a member by your initiative
- Add

Last LPs

- Contents dashboard
- Recent activity

In this section you can upload a file stored locally or an online resource. If you want to add a document you have to press the “upload” button. You can also create a subfolder by adding a title and pressing the “create” button as shown below:

Demo Learning Path

Demo Learning Path

No shared documents are present

Add document

choose file

Add subfolder

Title *

please use a short title

Add online resource

Label *

Embed code *

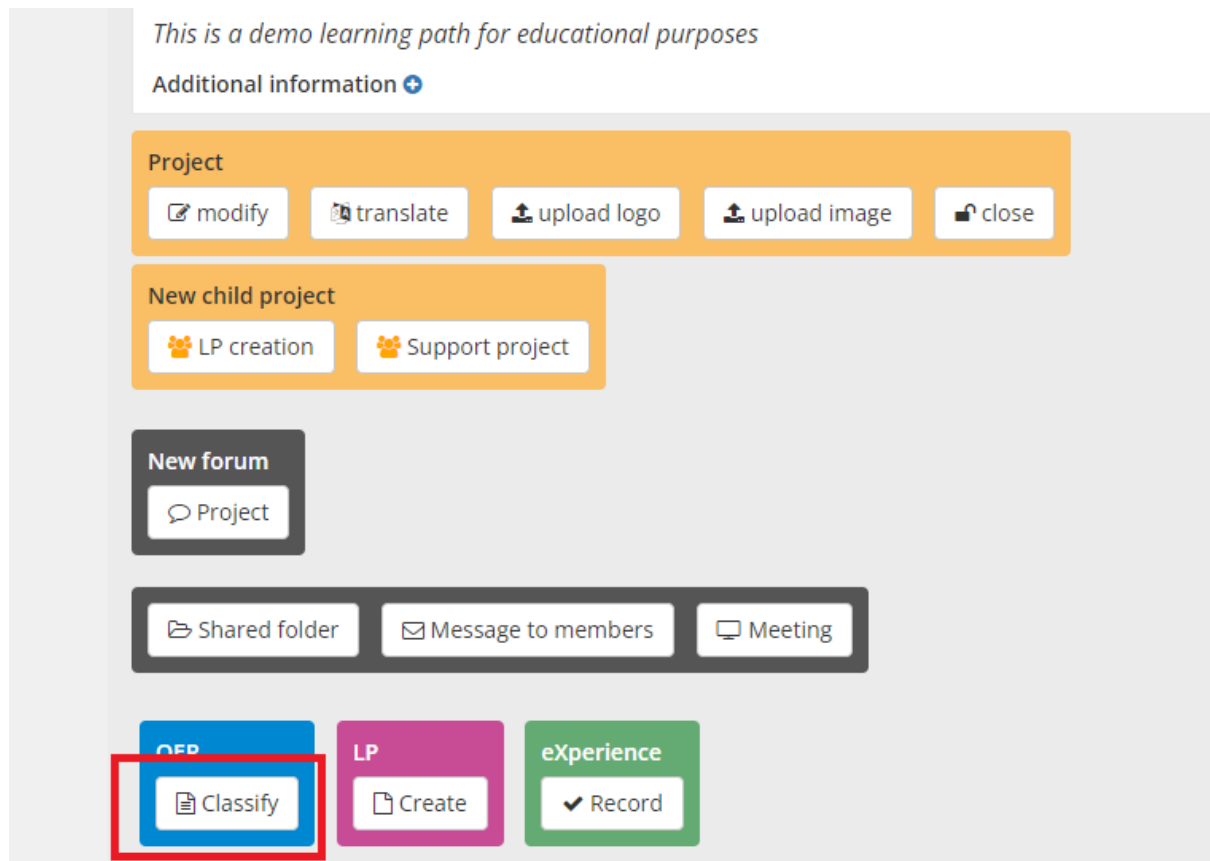
Code to embed the view of an online resource in an HTML page.

You can return anytime to the landing page of the project by pressing the icon shown above.

Adding an OER

OERS are teaching, learning, and research materials intentionally created and licensed to be free for the end user to own, share, and in most cases, modify. The term "OER" describes publicly accessible materials and resources for any user to use, re-mix, improve, and redistribute under some licenses. These are designed to reduce accessibility barriers by implementing best practices in teaching and to be adapted for local unique contexts.

Commonspaces provides a way to add an OER in your learning path and in the platform in general. In order to add a new OER you have to press the button "Classify" as shown below:



Then you have to fill out the form shown below:

CommonSpaces Dimitris Pantazatos

About ▾ Projects ▾ Resources ▾ My spaces ▾ Help ▾ English ▾

Add OER

In the project Demo Learning Path

General information

Title *

Abstract or description *

one or two lines are enough here; this short description will be displayed in search results and will be used for full-text indexing

Text content

Terms of use *

----- ▾

type of licence; please, don't disregard it: see the help pages for an explanation of the available options; in case of doubt, select the most cautious option "read the fine print"

Specific URL of the OER, if applicable

if the OER is available online, put here its URL (web address)

Embed code

code to embed the OER view in an HTML page

Source and derivation

Source repository

specify in which catalogued repository, if any, you found this OER; e.g. Youtube, Slideshare, etc. - enter a few chars of its name to get suggestions

Other info to identify/access the OER in the source

Derived from

if derived from other OERs, please specify them by selecting one or more - enter a few chars of their names to get suggestions

Translated

☐

specify whether the derivation of this OER has involved language translation

Adapted/remixed

☐

specify whether the derivation of this OER has involved adaptation/remixing of the original content(s)

Classification metadata

Type of material

the type of (educational) material refers to the function, not the physical aspect; the options have been taken from www.oercommons.org

Target audience

Primary

Secondary

Post-secondary

Undergraduate

Graduate / Professional

Career / Technical

Adult Education

Informal Education

Subject areas

Arts

Economics and Business

Entrepreneurship

Humanities

Foreign Languages

Social Sciences

Interpersonal Skills

Science, Technology and Mathematics

Education

Tutoring and Mentoring

Special education

Information & Communication Technology

neurosciences

online collaboration

online services

online work

open data

open translation

professional skills

psychology

search engine optimisation (SEO)

self-directed learning

social network

soft skills

special education needs

statistics

sustainability

telerehabilitation

translation

vocational training

web development

web economy

web marketing

web writing

work based learning (WBL)

click to add or remove a tag

Languages

English

Spanish

French

Italian

Portuguese

German

Lithuanian

Media formats

Audio

Braille/BNF

Downloadable docs

eBook

Graphics/Photos

Interactive

Mobile

Text/HTML

Video

Other

the options have been taken from www.oercommons.org

Accessibility features

Visual

Auditory

Textual

Audio Description

Caption

Verbatim Captions

Long Description

Transcript

features making easier the use of the OER also to impaired people; the options have been taken from www.oercommons.org; a help page is being prepared

Additional metadata

Metadatum type	Value	Delete

Save

Save and exit

Exit without saving

You are encouraged to fill not only the necessary fields but also the optional ones, as it will help users to find in an easier way the added OER. When you are ready you can press “save” or “save and exit” button.

Your OER will be added. You can also publish it in order to be available as shown below

✕ What is a MOOC?

view resource

Narrated by Dave Cormier Video by Neal Gillis - Research by: Bonnie Stewart Alexander McAuley George Siemens Dave Cormier Created through funding received by the University of Prince Edward Island through the Social Sciences and Humanities Research Council's "Knowledge Synthesis Grants on the Digital Economy" CC-BY 2010

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Submitted by Dimitris Pantazatos
22/08/2022
in the project Demo Learning Path
last updated 22/08/2022
Original editing language: English
Publication state: Private draft

submit for publication

Target audience: Graduate / Professional

Subject areas: Education

Tags: lifelong learning, self-directed learning, STEM - science, technology, ..

Languages: English

Media formats: Video

OER type: Metadata and online reference

Source repository: Youtube

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7.3 How to check if everything is ready for data collection

Appendixes 2: Technical hints to upload Learning Materials

Mail Link del 14 Aprile su Spacy Babelnet

con Stefano e, indirettamente, con Fernando, si parlava dei *glossari* in relazione alla fruizione dei *contenuti didattici* e alla loro valutazione/miglioramento; per esempio:

- reperire o costruire terminologie / glossari adatti ad un corso;
- costruire glossari in modo più o meno automatico;
- consultare glossari durante la lettura di un testo e/o annotare automaticamente nel testo i termini specialistici nuovi/difficili.

Come dicevo a Stefano, ho temporaneamente (?) sospeso la sperimentazione della **terminologia IATE**, a seguito dell'impressione preliminare che, derivando dal lavoro di traduttori professionali, essa sia troppo orientata a termini di tipo giuridico-istituzionale, che cioè si riferiscono alla normativa e alle numerose agenzie ad essa associate.

Ho invece cominciato a esplorare le caratteristiche di **Babelnet**, che è la più estesa base lessicale-enciclopedica di mia conoscenza, a partire da brevi testi già analizzati con il pipeline NLP di spaCy.

Lo schema è il seguente:

1. faccio con *spaCy* il parse della frase, cioè un'analisi di dipendenza che include tokenizzazione, **lemmatizzazione** e **assegnazione del POS** (part-of-speech) ai token; (**Lemmatizzazione** e **Post-tagging** non su documenti multilingua)
2. interrogo online Babelnet per avere un elenco di *synset* (*) candidati per ciascun *token lessicale* (nomi, verbi, eventualmente anche aggettivi e avverbi), già filtrati in base ad un paio di categorizzazioni: (Concetto / Entità nominata), (insieme di domini concettuali);
3. filtro ulteriormente i *synset* associati a ciascuna parola lessicale, al fine di scegliere un solo *synset*;
4. annoto il testo originale in modo che, passandoci sopra con il mouse, si ottiene una definizione sintetica del termine e, cliccandoci sopra si apre un popup con informazione aggiuntiva che consenta di navigare sull'interfaccia utente di Babelnet (source del *synset*, *synset* alternativi, traduzioni in altre lingue, relazioni semantiche con altri *synset*).

(*) In Babelnet un *synset* è insieme di (quasi) sinonimi in più lingue, cioè di accezioni-di-parole afferenti ad uno stesso concetto; un *synset* include anche definizioni, categorizzazioni, citazioni, riferimenti alle fonti.

Babelnet annota i *synset* con le categorie di *Wikipedia/Wikidata* (sono 32), estese e riorganizzate in circa 40. Allego un file con l'elenco completo.

Come dominio applicativo di partenza pensavo al turismo, eventualmente al turismo sostenibile. I domini di Babelnet che mi sembrano più attinenti al turismo sono i seguenti 8:

1. TRANSPORT AND TRAVEL, "Transport, modes of transportation, transportation activities; travels, trips, traveling, travelers, tourism"
2. GEOGRAPHY, GEOLOGY AND PLACES, "Geography and geographical concepts (continents, countries, regions, provinces, cities, towns, villages, rivers, hills, mountains, plains, etc.); geology and geological concepts (solid Earth, rocks, geological processes, earthquakes, volcanos, etc.); geophysics; places"
3. NAVIGATION AND AVIATION, "Nautical and aviation concepts: vessels and aircrafts; pilots; sea and air traveling"
4. ART, ARCHITECTURE, AND ARCHAEOLOGY, "Art (painting, visual arts, sculpture, etc. except for music, dance, poetry, photography and theatre)), architecture" (construction, buildings, etc.)), archaeology (sites, finds etc.)), prehistory"
5. BIOLOGY, "Biology; animals, plants and their classifications, microorganisms"
6. ENVIRONMENT AND METEOROLOGY, "Natural environment and its preservation; ecology; natural events (fires, rains, typhoons, etc.); meteorology, weather conditions"
7. FOOD, DRINK AND TASTE, "Food, drinks, flavors, sense of taste; eating places (bars, pubs, restaurants)), food events"
8. SPORT, GAMES AND RECREATION, "Sports, games and video games, recreation (pastimes, hobbies, etc.)")

A differenza di IATE, mi sembra che con Babenet si può raggiungere un soddisfacente valore di "recall" (si trova almeno 1 synset per quasi tutte le parole lessicali). Il problema è ottenere una buona "precision", cioè trovare solo synset appropriati e tra essi scegliere il migliore.

Per certe *Entità nominate*, per lo più termini geografici, esistono moltissimi omonimi, corrispondenti a synset distinti. Potrei usare euristiche basate sulle fonti, per esempio ipotizzare che in Wikipedia, la voce "Bristol" sia più plausibile di "Bristol_(Tennessee)" per la città a cui probabilmente il testo si riferisce.

Nel caso dei *Concetti*, certamente si potrà ricorrere ad altre euristiche, non altrettanto banali.

Per continuare lo sviluppo del codice e la sperimentazione, mi servirebbero un po' di contributi; per esempio:

- alcuni testi da usare come riferimento nel far mente locale sui problemi e sulle soluzioni;
- nel caso specifico del turismo, suggerimenti su come ridurre gli 8 domini sopra indicati: sono decisamente troppi, e ne ho già scartato qualcuno relativo ad Agricoltura, Pesca, Artigianato, ecc.;
- suggerimenti su come potare all'origine le parole lessicali da annotare con i synset di Babelnet (o con termini di altri glossari), in base alla loro posizione nei lessici di frequenza; per esempio, sembra ragionevole saltare le voci del verbo "andare" (o "ir" in Spagnolo), che ha troppe accezioni e che quindi potrebbe "pescare" troppi synset in Babelnet;
- più avanti, suggerimenti su euristiche utili a potare anche i risultati (dopo la ricerca su Babelnet).

Ecco una frase di esempio in Spagnolo, che però non appartiene al dominio del Turismo:

En 1496 Caboto partió de Bristol con un buque, pero no logró ir más allá de Islandia y se vio obligado a regresar a causa de disputas con la tripulación.

Se uso solo il dominio 1. (GEOGRAPHY, GEOLOGY AND PLACES), ottengo synset associati ai seguenti lemmi: *Caboto*, *Bristol*, *Islandia* (solo Entità nominate).

Se uso tutti e 8 i domini di cui sopra, ottengo anche *buque* "Vehículo con cubierta para navegaciones marítimas", *lograr* (hacer, tener) "un punto, una meta, un honor, etc.", *ir* "Be carried or travel on or in a vehicle", *tripulación* "Hombres y las mujeres que sirven en un vehículo". Riporto altri dati in un trascritto un po' criptico, in un altro testo allegato.

Grazie, Giovanni

Babelnet Domains

```
bn_domains = [  
  ("ART, ARCHITECTURE, AND ARCHAEOLOGY", _("Art (painting, visual arts,  
  sculpture, etc. except for music, dance, poetry, photography and  
  theatre)), architecture (construction, buildings, etc.)), archaeology  
  (sites, finds etc.)), prehistory")),  
  ("BIOLOGY", _("Biology; animals, plants and their classifications,  
  microorganisms")),  
  ("BUSINESS, INDUSTRY AND FINANCE", _("Business, industry, economy,  
  finance, management, money")),  
  ("CHEMISTRY AND MINERALOGY", _("Chemistry, compounds, chemicals,  
  minerals, mineralogy")),  
  ("COMMUNICATION AND TELECOMMUNICATION", _("Communication (oral,  
  written, etc.) and telecommunication (telegraph, telephone, TV, radio,  
  fax, Internet, etc.) means")),  
  ("COMPUTING", _("Computer science, computing, hardware and software")),  
  ("CRAFT, ENGINEERING AND TECHNOLOGY", _("Crafts (handicraft, skilled  
  work, etc.)), engineering, technology")),  
  ("CULTURE, ANTHROPOLOGY AND SOCIETY", _("Concepts affecting local and  
  global culture and society; social behavior, trends, norms and  
  expectations in human society; anthropology")),  
  ("EDUCATION AND SCIENCE", _("Education, teaching, students; science and  
  general scientific concepts (specific concepts go to the various  
  domains: mathematics, physics, astronomy, biology, chemistry, geology,  
  computing, etc.)")),  
  ("EMOTIONS AND FEELINGS", _("Feelings, emotions, emotional states and  
  reactions")),  
  ("ENVIRONMENT AND METEOROLOGY", _("Natural environment and its  
  preservation; ecology; natural events (fires, rains, typhoons, etc.);  
  meteorology, weather conditions")),  
  ("FARMING, FISHING AND HUNTING", _("Farming, agriculture; plant  
  cultivation, livestock raising; fishing; hunting")),  
  ("FOOD, DRINK AND TASTE", _("Food, drinks, flavors, sense of taste;  
  eating places (bars, pubs, restaurants)), food events")),  
  ("GEOGRAPHY, GEOLOGY AND PLACES", _("Geography and geographical  
  concepts (continents, countries, regions, provinces, cities, towns,  
  villages, rivers, hills, mountains, plains, etc.); geology and  
  geological concepts (solid Earth, rocks, geological processes,  
  earthquakes, volcanos, etc.); geophysics; places")),  
  ("HEALTH AND MEDICINE", _("Human health and medicine; diseases, drugs  
  and prescriptions; physical, mental and social well-being")),  
  ("HERALDRY, HONORS, AND VEXILLOLOGY", _("Armory, vexillology, honors,  
  ranks")),  
  ("HISTORY", _("Events of the past occurred after the invention of  
  writing systems (for prehistory, see archaeology)")),  
  ("LANGUAGE AND LINGUISTICS", _("Languages, linguistics, idiomatic  
  expressions, phrases")),  
  ("LAW AND CRIME", _("Laws, justice, judges, police, crimes, criminal  
  minds and behaviors"))],
```

("LITERATURE AND THEATRE", _("Literature, authors, books, novels, poetry, plays, theatre")),
("MATHEMATICS AND STATISTICS", _("Mathematics, statistics, numbers, mathematical operations and functions, mathematical and statistical concepts")),
("MEDIA AND PRESS", _("Mass media such as print media (news media, newspapers, magazines, etc.)), publishing, photography, cinema (films, directors, screenwriters, etc.)), broadcasting (radio and television)), and advertising")),
("MUSIC, SOUND AND DANCING", _("Sound, sounds, hearing; music, songs, music artists, composers; dances, dancing, dancers")),
("NAVIGATION AND AVIATION", _("Nautical and aviation concepts: vessels and aircrafts; pilots; sea and air traveling")),
("NUMISMATICS AND CURRENCIES", _("Currencies and their study")),
("PHILOSOPHY, PSYCHOLOGY AND BEHAVIOR", _("Philosophical concepts, philosophers; psychology, psychological concepts; human behavior")),
("PHYSICS AND ASTRONOMY", _("Physics, physical measures and phenomena, matter, its motion and energy; astronomical concepts, celestial objects, space, physical universe")),
("POLITICS, GOVERNMENT AND NOBILITY", _("Politics, political leaders and representatives; government; nobility")),
("POSSESSION", _("Concepts of possession; items which tend to belong to people")),
("RELIGION, MYSTICISM AND MYTHOLOGY", _("Religions, faiths, beliefs, mysticism, mythological creatures, myths")),
("SEX", _("Sexual connotation; sexual activities; sexual reproduction; sexology")),
("SMELL AND PERFUME", _("Sense of smell; good and bad smells")),
("SOLID, LIQUID AND GAS MATTER", _("The states of matter (solid, liquid, gas)")),
("SPACE AND TOUCH", _("Concepts of space and the sense of touch; dimensionality, proprioception (sense of position and movement) and haptic perception")),
("SPORT, GAMES AND RECREATION", _("Sports, games and video games, recreation (pastimes, hobbies, etc.)")),
("TASKS, JOBS, ROUTINE AND EVALUATION", _("Tasks, chores, activities, jobs; evaluation, validation, marking, checking, correcting")),
("TEXTILE, FASHION AND CLOTHING", _("Fabric, clothes, clothing, footwear, lifestyle, accessories, makeup, hairstyle, fashion, fashion designers")),
("TIME", _("Temporal concepts; time; events")),
("TRANSPORT AND TRAVEL", _("Transport, modes of transportation, transportation activities; travels, trips, traveling, travelers, tourism")),
("VISION AND VISUAL", _("Visual concepts (visual perception, sight, colors, visibility, except spatial concepts)")),
("WARFARE, VIOLENCE AND DEFENSE", _("Wars, battles, warfare, physical violence, personal and country defense, secret agencies")),
]

A Glossary exported from Moodle (XML format, from the Sapienza course “Linguistic and Conceptual support for Technology innovation applied to Heritage and Tourism Science” courtesy of F. Martinez)

Fernando Martinez de Carnero
Allegati

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sucedió o se inventó o descubrió algo muy notable. El siglo DE Augusto. El siglo DE los ferrocarriles.&lt;p&gt;&lt;p&gt;3. m.
Mucho o muy largo tiempo, indeterminadamente. Hace un siglo que no te veo.&lt;p&gt;&lt;p&gt;4. m. Mundo de la vida civil, en
oposición al de la vida religiosa. &lt;em&gt;Sor María del Tránsito se llamó en el siglo Teresa
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<f. Tierra cercana a los ríos, aunque no esté a su margen.</p></DEFINITION>
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 <DEFINITION><p><m. Lugar o sitio por donde se pasa de una parte a otra.
<m.<Geogr. Estrecho de mar. Paso de Calais.
<m. Efigie o grupo que representa un suceso de la Pasión de Cristo, y se saca en procesión por la Semana Santa.
<m.<Cineg. Sitio del monte, por donde acostumbra pasar la caza.
paso a nivel.<m. Sitio en que un ferrocarril se cruza con otro camino del mismo nivel.</p><p>paso de cebras.
(Por estar señalizado con unas franjas blancas paralelas, que recuerdan la piel de las cebras).<m. Lugar por el que se puede cruzar una calle y en el que el viandante tiene preferencia.</p></DEFINITION>
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sin altos ni bajos.&lt;br /&gt;&lt;span title=&quot;nombre femenino&quot;&gt;&lt;f.&lt;/span&gt; Igualdad de la superficie de
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plata y otros metales o materias.&lt;br /&gt;&lt;span title=&quot;nombre femenino&quot;&gt;&lt;f.&lt;/span&gt;&lt;span
title=&quot;Arquitectura&quot;&gt;&lt;em&gt;Arq&lt;/em&gt;. &lt;/span&gt; Bastidor de maderos fuertemente ensamblados,
sobre el cual se levanta una fábrica, como el revestimiento de un pozo, o una armazón, como el chapitel de una torre.&lt;br
/&gt;&lt;span title=&quot;nombre femenino&quot;&gt;&lt;f.&lt;/span&gt;&lt;span
title=&quot;Arquitectura&quot;&gt;&lt;em&gt;Arq&lt;/em&gt;. &lt;/span&gt; Madero o barra que resguarda la arista horizontal de
un fogón de cocina.&lt;br /&gt;&lt;span title=&quot;nombre femenino&quot;&gt;&lt;f.&lt;/span&gt;&lt;span
title=&quot;Arquitectura&quot;&gt;&lt;em&gt;Arq&lt;/em&gt;. &lt;/span&gt; Machón de sillería con que se fortifica un muro de
mampostería o ladrillo.&lt;br /&gt;cadena de montañas: cordillera.&lt;/p&gt;</DEFINITION>
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>m. Piso inferior del escenario, cavidad espaciosa a la que el tablado sirve como de techo.
>m.>Mil. Excavación profunda que circuye la fortaleza.</p></DEFINITION>
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 <DEFINITION><p>>f. Pieza de madera o de metal terminada en ángulo diedro muy agudo. Sirve para hender o dividir cuerpos sólidos, para ajustar o apretar uno con otro, para calzarlos o para llenar alguna raja o hueco.</p></DEFINITION>
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 <DEFINITION><p>amb. Declive o sitio por donde corre o puede correr el agua.
Cada una de las pendientes de una montaña que van de la cima a la base: la vertiente norte del Everest.
Territorio por donde circula el agua de los ríos que van a parar al mismo mar o al mismo río: Andalucía tiene una vertiente atlántica y una vertiente mediterránea.</p></DEFINITION>
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  hierro paralelos, sobre los cuales ruedan los trenes.&lt;br /&gt;&lt;span title=&quot;nombre masculino&quot;&gt;m.&lt;/span&gt;
  Conjunto de instalaciones, vehículos y equipos que constituyen este medio de transporte.&lt;/p&gt;</DEFINITION>
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  <DEFINITION>&lt;p&gt;&lt;span title=&quot;nombre masculino&quot;&gt;m.&lt;/span&gt; Lugar en la costa o en las orillas
  de un río que por sus características, naturales o artificiales, sirve para que las embarcaciones realicen operaciones de carga y
  descarga, embarque y desembarco, etc.&lt;br /&gt;&lt;span title=&quot;nombre masculino&quot;&gt;m.&lt;/span&gt; Paso entre
  montañas.&lt;br /&gt;&lt;span title=&quot;nombre masculino&quot;&gt;m.&lt;/span&gt; Montaña o cordillera que tiene uno o
  varios de estos pasos.&lt;/p&gt;</DEFINITION>
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  <DEFINITION>&lt;p&gt;m. Porción de la superficie terrestre perteneciente a una nación, región, provincia, etc.&lt;br /&gt;
  m. terreno (ll campo o esfera de acción).&lt;br /&gt; m. Terreno o lugar concreto, como una cueva, un árbol o un hormiguero,
  donde vive un determinado animal, o un grupo de animales relacionados por vínculos de familia, y que es defendido frente a la
  invasión de otros congéneres.&lt;span title=&quot;nombre masculino&quot;&gt;&gt;&lt;br
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  artificialmente para establecer una comunicación.&lt;/p&gt;</DEFINITION>
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<CONCEPT>precipicio</CONCEPT>

<DEFINITION><p>1. m. Despeñadero o derrumbadero por cuya proximidad no se puede andar sin riesgo de caer.</p><p><a> 2. m. Despeño o caída precipitada y violenta.</p><p><a> 3. m. Ruina espiritual.</p><p style="margin-bottom: -.5em;">
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<DEFINITION><p>1. m. Falta de nivel.</p><p><a> 2. m. Diferencia de alturas entre dos o más puntos.</p></DEFINITION>

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<DEFINITION>>f.> Cada uno de los prismas que coronan los muros de las antiguas fortalezas para resguardarse en ellas los defensores.</DEFINITION>

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<CONCEPT>orografía</CONCEPT>

<DEFINITION><p>f. Parte de la geografía física que trata de la descripción de las montañas.
f. Conjunto de montes de una comarca, región, país, etc.</p></DEFINITION>

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  <DEFINITION>&lt;p&gt;&lt;adj. Perteneciente o relativo a la tierra.&lt;br /&gt;&lt; m. Sitio o espacio de tierra.&lt;br /&gt;&lt; m. Dep. Espacio generalmente acotado y debidamente acondicionado para la práctica de ciertos deportes.&lt;br /&gt;&lt;m. Geol. Conjunto de sustancias minerales que tienen origen común, o cuya formación corresponde a una misma época.&lt;span title=&quot;adjetivo&quot;&gt;&gt;&lt;br /&gt;&lt;/span&gt;&lt;/p&gt;</DEFINITION>
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  <DEFINITION>&lt;p&gt;&lt;span title=&quot;adjetivo&quot;&gt;&gt;&lt;/span&gt; Que no está frío ni caliente, sino en un término medio.&lt;/p&gt;</DEFINITION>
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 adj. Lento, moderado.
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 <DEFINITION><p>adj. Se dice de la región, del clima o del país en que llueve mucho y que tiene el aire cargado de humedad.</p></DEFINITION>
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 <DEFINITION><p>adj. Que carece de agua u otro líquido.
adj. Dicho de un manantial, de un arroyo, de un río, de una laguna, etc.: Faltos de agua.
 adj. Se dice del tiempo en que no llueve.
 adj. Dicho de un país o de su clima: Caracterizado por la escasez de lluvia o de humedad.
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<DEFINITION><p>1. f. Bot. Parte del fruto de las fanerógamas, que contiene el embrión de una futura planta, protegido por una testa, derivada de los tegumentos del primordio seminal.</p><p>2. f. Grano que en diversas formas produce las plantas y que al caer o ser sembrado produce nuevas plantas de la misma especie.</p><p>3. f. Fragmento de vegetal provisto de yemas, como tubérculos, bulbos, etc.</p><p>4. f. Cosa que es causa u origen de que proceden otras.</p><p>5. f. pl. Granos que se siembran, exceptuados el trigo y la cebada.</p></DEFINITION>

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<DEFINITION>m.Acción y efecto de aislar.
m.Incomunicación.</DEFINITION>

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<CONCEPT>geografía</CONCEPT>
<DEFINITION><p>f. Ciencia que trata de la descripción de la Tierra.
f. Territorio, paisaje. U. t. en sent. fig.</p></DEFINITION>

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 <DEFINITION><p>m. Extensión de terreno que se ve desde un sitio.
m. Extensión de terreno considerada en su aspecto artístico.
m. Pintura o dibujo que representa cierta extensión de terreno.</p></DEFINITION>
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<CONCEPT>vega</CONCEPT>

<DEFINITION><p><f.Chile.. Terreno muy húmedo.
<f.Cuba y Ven. Terreno sembrado de tabaco.</p></DEFINITION>

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<CONCEPT>acantilado</CONCEPT>

<DEFINITION><p><adj. Dicho del fondo del mar: Que forma escalones o cantiles.
 adj. Dicho de una costa: Cortada verticalmente o a plomo. U. t. c. s. m.
 m. Escarpa casi vertical en un terreno.
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<CONCEPT>palmera</CONCEPT>

<DEFINITION><p><f.Árbol de la familia de las Palmas, que crece hasta 20 <m de altura, con tronco áspero, cilíndrico y de unos 3 <dm de diámetro, copa sin ramas y formada por las hojas, que son pecioladas, de 3 a 4 <m de largo, con el nervio central recio, leñoso, de sección triangular y partidas en muchas lacinias, duras, correosas, puntiagudas, de unos 30 <cm de largo y 2 de ancho; flores amarillentas, dioicas, y por fruto los dátiles, en grandes racimos que penden a los lados del tronco, debajo de las hojas.
<f. Pastel de hojaldre con forma de palmera.</p></DEFINITION>

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<CONCEPT>silvestre</CONCEPT>

<DEFINITION><p><adj. Criado naturalmente y sin cultivo en selvas o campos.
<adj. Inculto, agreste y rústico.</p></DEFINITION>

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femenino&quot;&gt;&gt;. &lt;/span&gt;&lt;/span&gt;&lt;span class=&quot;eAcep&quot;&gt;&gt; Conjunto de partículas desagregadas de
las rocas, sobre todo si son silíceas, y acumuladas, ya en las orillas del mar o de los ríos, ya en capas de los terrenos de
acarreo.&lt;/span&gt;&lt;br /&gt;&lt;span class=&quot;eAcep&quot;&gt;&gt;&lt;/span&gt;&lt;span
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compuesta de feldespato, cuarzo y mica. Lo hay de varios colores, según el tinte y la proporción de sus componentes. Se
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/&gt;&lt;span title=&quot;nombre femenino&quot;&gt;f.&lt;/span&gt; Planta de poca alzada o
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cualess aparecen luego sobre la superficie de la tierra o sobre las plantas.&lt;/span title=&quot;nombre
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intransitivo&quot;&gt;&lt;intr.&lt;/span&gt; Ir en romería a un santuario por devoción o por voto.&lt;br /&gt;&lt;/span title=&quot;verbo
intransitivo&quot;&gt;&lt;intr.&lt;/span&gt; En algunas religiones, vivir entendiendo la vida como un camino que hay que recorrer
para llegar a una vida futura en unión con Dios después de la muerte.&lt;br /&gt;&lt;/span title=&quot;verbo
intransitivo&quot;&gt;&lt;intr.&lt;/span&gt;&lt;/span title=&quot;coloquial&quot;&gt;&lt;coloq.&lt;/span&gt; Andar de un lugar a otro
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>adj. Dicho de una persona: Que por devoción o por voto va a visitar un santuario, especialmente si lleva el bordón y la esclavina. >U. m. c. s.</p></DEFINITION>
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>f. Cuello postizo y suelto, con un volante de tela de seis u ocho dedos de ancho pegado alrededor, usado por los eclesiásticos.
>f. Pieza del vestido que suelen llevar las mujeres al cuello y sobre los hombros.
>f. Pieza sobrepuesta que suele llevar la capa unida al cuello y que cubre los hombros.>

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>m. Peregrino de Tierra Santa que traía palma, como los de Santiago llevaban conchas en señal de su romería.</p></DEFINITION>
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caritativo con los huéspedes.
<adj.<ant.<span title="Perteneiente o relativo al buen hospedaje.</p></DEFINITION>

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<DEFINITION> nombre masculino Lugar que sirve de resguardo, cobijo o alojamiento a personas o animales.

 nombre masculino Establecimiento hotelero que atiende al turismo durante estancias cortas.
 nombre masculino Establecimiento benéfico donde se aloja provisionalmente a personas necesitadas.

 nombre masculino Acción y efecto de albergar o cobijar.

 nombre masculino desusado, desusada, desusados o desusadas Casa destinada a la crianza y refugio de niños huérfanos o desamparados.

En turismo: Establecimiento para el alojamiento en estancias cortas, generalmente situado en un lugar de paso o estratégico.
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 Dicha armazón sola.
 Plaza para un enfermo en el hospital o sanatorio.
 Plaza para un alumno interno en un colegio.</p></DEFINITION>

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femenino&quot;&gt;&gt;f.&lt;/span&gt; Lugar destinado a vivienda.&lt;br /&gt;&lt;span title=&quot;nombre
femenino&quot;&gt;&gt;f.&lt;/span&gt; En una vivienda, cada uno de los espacios entre tabiques destinados a dormir, comer,
&lt;span title=&quot;etcétera&quot;&gt;&gt;etc.&lt;/span&gt;&lt;br /&gt;&lt;span title=&quot;nombre
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class=&quot;eAbvr&quot;&gt;&gt;m.&lt;/span&gt;&lt;/span&gt;&lt;span class=&quot;eAcep&quot;&gt;&gt; En una vivienda, pieza
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adj. Propio de él.
adj. Dicho de una persona: Que vive y trabaja de ordinario en el campo. U. t. c. s.
adj. Silvestre, espontáneo, inculto.</p></DEFINITION>
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 <DEFINITION><p><tr Atravesar un espacio o lugar en toda su extensión o longitud. El viajero ha recorrido toda España.
<tr Efectuar un trayecto. El tren ha recorrido doce kilómetros.
<tr Registrar, mirar con cuidado, andando de una parte a otra, para averiguar lo que se desea saber o hallar.
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 <DEFINITION><p>f. Trecho de camino de un recorrido determinado.
f. Lugar donde se hace una parada de descanso durante un desplazamiento.
f. Fase en el desarrollo de una acción u obra.</p></DEFINITION>
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title=&quot;nombre masculino&quot;&gt;&gt;m.&lt;/span&gt; Vehículo automóvil de tamaño pequeño o mediano, destinado al
transporte de personas y con capacidad no superior a nueve plazas.&lt;span title=&quot;nombre masculino&quot;&gt;&gt;&lt;br
/&gt;m.&lt;/span&gt; Carruaje de cuatro ruedas de tracción animal, con una caja, dentro de la cual hay asiento para dos o más
personas.&lt;br /&gt;&lt;span title=&quot;nombre masculino&quot;&gt;&gt;m.&lt;/span&gt; Vagón del tren o del
metro.&lt;/p&gt;</DEFINITION>
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  <DEFINITION>&lt;p&gt;&lt;span title=&quot;nombre masculino&quot;&gt;&gt;m.&lt;/span&gt; Vagón de ferrocarril dividido en
varios compartimientos cuyos asientos y respaldos pueden convertirse en camas o literas.&lt;span
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que se construye levantada del suelo, para dar en ella sepultura al cadáver de una o más personas.&lt;/p&gt;</DEFINITION>
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 <DEFINITION><p>tr. Excavar por debajo algo, dejándolo en falso. U. t. c. prnl.</p><p>
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 <DEFINITION><p><m. Parte del edificio que está debajo de tierra y sobre la que estriba toda la fábrica. <U. m. en pl.
 <m. Terreno sobre el que descansa el mismo edificio.

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 <DEFINITION><p>f. día (ll período de tiempo que equivale a 24 horas). Los más importantes acontecimientos de la jornada.
 f. Tiempo de duración del trabajo diario.
 f. Camino que se anda regularmente en un día de viaje.</p></DEFINITION>
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 <DEFINITION><p><tr. Hacer rica a una persona, comarca, nación, fábrica, industria u otra cosa. <U. m. c. prnl.
 <tr. Aumentar en una mezcla la proporción de uno de sus componentes. Uranio enriquecido. Alimentos enriquecidos con vitaminas.</p></DEFINITION>
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 <DEFINITION><p>f. Camino angosto, formado comúnmente por el tránsito de peatones y ganados.
f. Vía pastoril para los ganados trashumantes, que, según la legislación de la Mesta, es, como mínimo, de 25 varas de ancho.</p></DEFINITION>
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 <DEFINITION><p>m. Despeñadero, precipicio.
m. Quiebra profunda producida en la tierra por las corrientes de las aguas o por otras causas.

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 <DEFINITION><p>f. Criadero de minerales de útil explotación.
f. Excavación que se hace para extraer un mineral.
f. Paso subterráneo, abierto artificialmente, para alumbrar o conducir aguas o establecer otra comunicación.
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 <DEFINITION><p> m. Construcción de piedra, ladrillo, madera, hierro, hormigón, etc., que se construye y forma sobre los ríos, fosos y otros sitios, para poder pasarlos. Era u. t. c. f. Dialectalmente, u. c. f.
m. Suelo que se hace poniendo tablas sobre barcas, odres u otros cuerpos flotantes, para pasar un río.
m. Tablilla colocada perpendicularmente en la tapa de los instrumentos de arco, para mantener levantadas las cuerdas.
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ganado menor.&lt;br /&gt;&lt;p&gt;&lt;strong&gt;sendos, das&lt;/strong&gt;. &lt;p&gt;&lt;p&gt;(Del lat.
&lt;em&gt;singūlos&lt;/em&gt;, acus. de -&lt;em&gt;li&lt;/em&gt;).&lt;p&gt;&lt;p&gt;1. adj. pl. Uno o una para cada cual de dos o
más personas o cosas.&lt;p&gt;&lt;p&gt;&lt;p&gt;</DEFINITION>
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rodeados de murallas, fosos y otras obras de fortificaci&lt;/span&gt;&lt;span face=&quot;arial, helvetica,
sans-serif&quot;&gt;ón, construido generalmente en un lugar elevado y estratégicamente situado para la
guerra&lt;/span&gt;&lt;span style=&quot;font-family: arial, helvetica, sans-serif&quot; face=&quot;arial, helvetica,
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/ &gt;&lt;span title=&quot;nombre femenino&quot;&gt;&lt;/span&gt; Disputa, discusión, debate.&lt;br /&gt;&lt;span
title=&quot;nombre femenino&quot;&gt;&lt;/span&gt;
title=&quot;Deportes&quot;&gt;&lt;em&gt;Dep&lt;/em&gt;. &lt;/span&gt; Encuentro entre dos equipos.&lt;p&gt;</DEFINITION>
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 <DEFINITION><p>(<a>Dellat.fortificatio,-ónis).</p><p><a> 1. f. Acción de fortificar.</p><p><a> 2. f. Obra o conjunto de obras con que se fortifica un pueblo o un sitio cualquiera.</p><p><a> 3. f. arquitectura militar.</p></DEFINITION>
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adj. Perteneciente o relativo a esta parte de África.
adj. Que profesa la religión islámica. U. t. c. s.</p><hr /><p>
Verbo morar.</p></DEFINITION>
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 <DEFINITION><p>(nivel).</p><p>1. m. horizontalidad.</p><p>2. m. Altura a que llega la superficie de un líquido. El nivel de la riada.</p><p>3. m. Altura que algo alcanza, o a la que está colocado.</p><p>4. m. Medida de una cantidad con referencia a una escala determinada. Nivel de renta. Nivel de glucosa.</p><p>5. m. Categoría, rango.</p></p></DEFINITION>
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<DEFINITION><p>m. Espacio de tiempo en que gobierna un rey o una reina.
 m. Espacio de tiempo en que predomina o está en auge algo./></p></DEFINITION>

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<CONCEPT>derecho</CONCEPT>

<DEFINITION><p>(Del lat. directus, directo).</p><p>1. adj. Recto, igual, seguido, sin torcerse a un lado ni a otro. Esta pared no está derecha</p><p>2. adj. Justo, legítimo.</p><p>3. adj. Fundado, cierto, razonable.</p><p>4. adj. directo (ll que va sin detenerse en puntos intermedios). Id derechos al asunto</p><p>5. adj. Dicho de una parte del cuerpo humano: Que está situada en el lado opuesto al del corazón. Los diestros utilizan la mano derecha</p><p>6. adj. Que está situado en el lado opuesto al del corazón del observador.</p><p>7. adj. Que cae hacia la parte derecha de un objeto. El jardín que hay a la parte derecha de la casa</p><p>8. adj. Dicho de lo que hay en una cosa que se mueve: Que está en su parte derecha o cae hacia ella, según el sentido de su marcha o avance. El faro derecho del autobús La orilla derecha del río</p><p>9. m. Facultad del ser humano para hacer legítimamente lo que conduce a los fines de su vida.</p><p>10. m. Facultad de hacer o exigir todo aquello que la ley o la autoridad establece en nuestro favor, o que el dueño de una cosa nos permite en ella.</p><p>11. m. Consecuencia natural del estado de una persona, o de sus relaciones con respecto a otras. El derecho del padre Los derechos de la amistad</p><p>12. m. Acción que se tiene sobre una persona o sobre una cosa.</p><p>13. m. Justicia, razón.</p><p>14. m. Conjunto de principios y normas, expresivos de una idea de justicia y de orden, que regulan las relaciones humanas en toda sociedad y cuya observancia puede ser impuesta de manera coactiva.</p><p>15. m. Ciencia que estudia estos principios y preceptos.</p><p>16. m. Exención, franquicia, privilegio.</p><p>17. m. Facultad que abraza el estudio del derecho en sus diferentes órdenes.</p><p>18. m. Lado de una tela, papel, tabla, etc., en el cual, por ser el que ha de verse, aparecen la labor y el color con la perfección conveniente.</p><p>19. m. p. us. Sendero, camino.</p><p>20. m. pl. Cantidad que se paga, con arreglo a arancel, por la introducción de una mercancía o por otro hecho consignado por la ley. Derechos aduaneros, notariales</p><p>21. m. pl. Cantidad que se cobra en ciertas profesiones, como la de notario, arquitecto, etc.</p><p>22. f. mano derecha.</p><p>23. f. Dirección correspondiente al lado derecho. Tuerza por la primera a la derecha</p><p>24. f. Camino que llevan los perros cuando siguen la caza.</p><p>25. (Por la posición que ocupaban los componentes en las asambleas de la Revolución Francesa). f. En las asambleas parlamentarias, los representantes de los partidos conservadores.</p><p>26. f. Conjunto de personas que profesan ideas conservadoras.</p></DEFINITION>

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<CONCEPT>rasgo</CONCEPT>

<DEFINITION><p>1. Característica, peculiaridad o aspecto distintivo de una persona o de una cosa.</p><div>2. Línea trazada al escribir, especialmente la que se hace para adornar las letras al escribir.</div></p></DEFINITION>

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 <DEFINITION>m.Resolución que se toma en los tribunales, sociedades, comunidades u órganos colegiados.
m.Resolución premeditada de una sola persona o de varias.
m.Convenio entre dos o más partes.
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 <DEFINITION><p>1. f. Parte posterior del cuerpo humano, desde los hombros hasta la cintura. U. t. en pl. con el mismo significado que en sing. Se usa también hablando de algunos animales, aunque no tan comúnmente.
2. f. Parte posterior del tronco de un animal.
3. f. Parte del vestido que corresponde a la espalda.
4. f. Parte posterior de un edificio. El cine está a la espalda del museo. U. t. en pl. con el mismo significado que en sing.
5. f. Dep. Estilo de natación similar al crol, pero con la espalda hacia abajo.</p></DEFINITION>
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a algo o hacia alguien.&lt;/p&gt;</DEFINITION>
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a persona&quot;&gt;Apl. a pers.&lt;/span&gt;, &lt;span title=&quot;usado más como sustantivo&quot;&gt;u. m. c.
s.&lt;/span&gt;&lt;/p&gt;&lt;p&gt;&lt;a&gt;&lt;/a&gt; 2. &lt;span title=&quot;nombre masculino&quot;&gt;m.&lt;/span&gt; y
&lt;span title=&quot;nombre femenino&quot;&gt;f.&lt;/span&gt; Persona que relata un viaje.&lt;/p&gt;</DEFINITION>
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class=&quot;eAbrv&quot;&gt;m.&lt;/span&gt;&lt;/span&gt;&lt;span class=&quot;eAcep&quot;&gt; Caudal corto de agua, casi
continuo.&lt;/span&gt;&lt;span class=&quot;eOrdenAcepLema&quot;&gt;&lt;b&gt;&lt;br /&gt;2. &lt;/b&gt;&lt;/span&gt;&lt;span
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corre.&lt;/span&gt;&lt;span class=&quot;eOrdenAcepLema&quot;&gt;&lt;b&gt;&lt;br /&gt;3. &lt;/b&gt;&lt;/span&gt;&lt;span
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class=&quot;eAbrvNoEdit&quot;&gt;m.&lt;/span&gt;&lt;/span&gt;&lt;span class=&quot;eAcep&quot;&gt; Parte de la calle por
donde suelen correr las aguas.&lt;br /&gt;&lt;br /&gt;&lt;img vspace=&quot;0&quot; hspace=&quot;0&quot;
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<DEFINITION><p>1. m. Acción y efecto de recorrer.</p><p>2. m. Espacio que ha recorrido, recorre o ha de recorrer alguien o algo.</p><p>3. m. Ruta, itinerario prefijado.</p><p></p></DEFINITION>

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<CONCEPT>aldea</CONCEPT>

<DEFINITION> Es una fortaleza donde no solo viven los reyes, sino también artesanos, comerciantes y nobles.Era una fortificacion caracterizada por torres, murallas y fosos utilizados como medios de defensa.
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<CONCEPT>montaraz</CONCEPT>

<DEFINITION><p><p>title="adjetivo">adj.<p>Que anda o está hecho a andar por los montes o se ha criado en ellos.
adj.<p>Se dice del genio y propiedades agrestes, groseras y feroces.
m.<p>Guarda de montes o heredades.
m.<p>Sal.<p>Mayordomo de campo, capataz que tiene a su cargo las labores y los ganados.</p></DEFINITION>

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<CONCEPT>bosque</CONCEPT>

<DEFINITION><p>m.<p>Sitio poblado de árboles y matas.
m.<p>Abundancia desordenada de algo, confusión, cuestión intrincada.

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 <DEFINITION><p>1. >adj. Perteneciente o relativo a un hidalgo.</p><p><a> 2. >adj. Dicho de una persona: De ánimo generoso y noble.</p><p><a> 3. >adj. Perteneciente o relativo a esta persona.</p><p><a> 4. >m. y >f. Persona que por su sangre es de una clase noble y distinguida.</p></DEFINITION>
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 <CONCEPT>clérigo</CONCEPT>
 <DEFINITION><p>>>m. Hombre que ha recibido las órdenes sagradas</p><div></div>>m. >En la Edad Media, hombre letrado o docto</div></div></DEFINITION>
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 <CONCEPT>íbero</CONCEPT>
 <DEFINITION><p>(Del lat. Ibērus, y este del gr. "Ιβηρ, "Ιβηρος).</p><p>1. adj. Natural de la Iberia europea, hoy España y Portugal, o de la antigua Iberia caucásica. U. t. c. s.</p><p>2. adj. Individuo perteneciente a alguno de los pueblos que habitaban, ya antes de las colonizaciones fenicia y griega, desde el sur de la Península Ibérica hasta el Mediodía de la Francia actual, y especialmente en el Levante peninsular.</p><p>3. adj. Perteneciente o relativo a los iberos o a Iberia.</p><p>4. m. Lengua hablada por los antiguos iberos.</p></DEFINITION>
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 <CONCEPT>peregrinación</CONCEPT>
 <DEFINITION><p>f. Viaje que se hace por motivos religiosos a un santuario o a un lugar sagrado <p></DEFINITION>
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 <CONCEPT>desarrollo</CONCEPT>
 <DEFINITION><p>1. m. Acción y efecto de desarrollar o desarrollarse.
2. m. Combinación entre el plato y el piñón de la bicicleta, que determina la distancia que se avanza con cada pedalada.
3. m.Econ. Evolución progresiva de una economía hacia mejores niveles de vida.<p></DEFINITION>
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 <CONCEPT>mezcla</CONCEPT>
 <DEFINITION><p>f Acción y efecto de mezclar o mezclarse.<p><p>f Agregación o incorporación de varias sustancias o cuerpos que no tienen entre sí acción química.<p></DEFINITION>
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 <CONCEPT>reconquista</CONCEPT>
 <DEFINITION><p>f. Acción y efecto de reconquistar.<p><p>f. Recuperación del territorio español invadido por los musulmanes y cuya culminación fue la toma de Granada en 1492.<p></DEFINITION>
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 <DEFINITION><p>(<a>Dellat.
 *siccīna, carne seca).</p><p><a> 1. <span title="nombre
 femenino"><f. cecina (ll carne salada y seca).</p><p><a> 2. <span
 title="nombre femenino"><f. Carne de puerco adobada de la que se suelen hacer chorizos y otros
 embutidos.</p><p><a> 3. <f. Embutidos y
 conservas hechos con esta carne.</p></DEFINITION>
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 <CONCEPT>jurídico</CONCEPT>
 <DEFINITION><p>adj. Que atañe al derecho o se ajusta a él.</p><p></p></DEFINITION>
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 <CONCEPT>solariego</CONCEPT>
 <DEFINITION><p>adj. Perteneciente o relativo al solar de antigüedad y nobleza</p><p>adj. Antiguo y
 noble.</p><div><div>adj. En la Edad Media, se decía del hombre o colono que vivía en tierra del rey, de la
 Iglesia o de un hidalgo, sometido al poder personal de su señor</div></div></DEFINITION>
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 <CONCEPT>parador</CONCEPT>
 <DEFINITION><p>1. adj. Que para o se
 para.</p><p><a> 2. adj. Dicho de un caballo o de
 una yegua: Que se para con facilidad, o que lo hace bien, es decir, quedando cuadrado y en buena
 postura.</p><p><a> 5. m.

mesón¹</sup>. </p><p><a>6. m. parador nacional de turismo.</p><p></div></div></div></DEFINITION>

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<DEFINITION><p>1. m. En España, cierto tipo de establecimiento hotelero dependiente de organismos oficiales.</p></DEFINITION>

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<CONCEPT>acogedor</CONCEPT>
<DEFINITION>adj. Que acoge</div>adj. Hospitalario</div></div>adj. Dicho de un sitio: agradable por su ambientació</div></DEFINITION>

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<CONCEPT>taller</CONCEPT>
<DEFINITION><p>(Del fr. atelier).</p><p>1. m. Lugar en que se trabaja una obra de manos.</p><p>2. m. Escuela o seminario de ciencias o de artes.</p><p>3. m. Conjunto de colaboradores de un maestro.</p></DEFINITION>

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<CONCEPT>crecimiento</CONCEPT>

<DEFINITION><p>1. m. Acción y efecto de crecer. Crecimiento de la población.
2. m. Aumento del valor intrínseco de la moneda.</p></DEFINITION>

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<CONCEPT>camarote</CONCEPT>

<DEFINITION><p>1. m. Cada uno de los compartimientos de dimensiones reducidas que hay en los barcos para poner las camas o las literas.

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<CONCEPT>canje</CONCEPT>

<DEFINITION><p>1. m. En la diplomacia, la milicia y el comercio, cambio, trueque o sustitución. Canje de notas diplomáticas, de prisioneros de guerra, de láminas representativas de valores.</p></DEFINITION>

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<CONCEPT>cata</CONCEPT>

<DEFINITION><p>1. f. Acción y efecto de catar. </p><p><a>2. f. Porción de algo que se prueba.</p><p style="font-family: 'arial unicode ms', 'titus cyberbit basic', 'lucida sans unicode'; font-size: 17px; text-align: left; margin-left: 2em; margin-bottom: -.5em;"><a>
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 <CONCEPT>cayo</CONCEPT>
 <DEFINITION><p>1. m. Cada una de las islas rasas, arenosas, frecuentemente anegadizas y cubiertas en gran parte de mangle, muy comunes en el mar de las Antillas y en el golfo mexicano.</p></DEFINITION>
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 <CONCEPT>cebada</CONCEPT>
 <DEFINITION><p>1. f. Planta anual de la familia de las Gramíneas, parecida al trigo, con cañas de algo más de seis decímetros, espigas prolongadas, flexibles, un poco arqueadas, y semilla ventruda, puntiaguda por ambas extremidades y adherida al cascabillo, que termina en arista larga. Sirve de alimento a diversos animales, y tiene además otros usos.<p><p><a>2. f. Conjunto de granos de esta planta.<p><p>Participio de cebar:<p><p>(<a>Dellat. cibäre).<p><p><a> 1. tr. Dar comida a los animales para aumentar su peso.<p><p><a> 2. tr. Dar a los animales comida para atraerlos o alimentarlos.<p><p><a> 3. tr. Alimentar, fomentar; p. ej., echar aceite a la luz, leña al fuego, mineral al horno, etc.<p><p><a> 4. tr. Poner el cebo o materia explosiva en armas de fuego o artefactos destinados a explotar.<p></DEFINITION>
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<CONCEPT>algarroba</CONCEPT>
<DEFINITION><p>(Del ár. hisp. <i>alḥarrūbah</i>, este del ár. clás. <i>ḥarrūbah</i> o <i>ḥarrūbah</i> y este del persa <i>ḥar lup</i>, quijada de burro).</p><p>1. f. Planta herbácea anual de la familia de las Leguminosas y del mismo género que el haba, utilizada como forraje.</p><p>2. f. Semilla de esta planta, que se utiliza como pienso.</p><p>3. f. Fruto del algarrobo, que es una vaina azucarada y comestible, de color castaño por fuera y amarillenta por dentro, con semillas muy duras, y la cual se da como alimento al ganado de labor.</p><br class="eTimo" /><p style="margin-bottom: -.5em;" />
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<CONCEPT>cumbre</CONCEPT>
<DEFINITION><p>(Del <a>latín, latino o latina, culmen, -inis).</p><p>1. <p>Cima o parte superior de un monte.</p><p>2. <p>Mayor elevación de algo o último grado a que puede llegar.</p><p>3. <p>Reunión de máximos dignatarios nacionales o internacionales para tratar asuntos de especial importancia.</p></DEFINITION>
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<DEFINITION><p>1. <p>De forma de ojiva.</p><p>2. <p>Arquitectura</p><p>Se dice del estilo arquitectónico que dominó en Europa durante los tres últimos siglos de la Edad Media, y cuyo fundamento consistía en el empleo de la ojiva para toda clase de arcos.</p><p>ojiva</p><p style="margin-bottom: -.5em;" /><p>Figura formada por dos arcos de círculo iguales, que se cortan en uno de sus extremos y volviendo la concavidad el uno al otro.</br /><p style="margin-bottom: -.5em;" /></p></DEFINITION>
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entre dos muros o varios pilares.&lt;/span class=&quot;eAcep&quot;&gt;&lt;br /&gt;&lt;br /&gt;&lt;img title=&quot;bóveda&quot;
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en la fachada posterior, y donde se instalaban el altar y el presbiterio.&lt;br>&lt;img
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Another example of an Emergent Glossary with the operation log to build it with We-Collab

A Complete Bibliography on Usage of Enriched Learning Materials and Glossary building as a method of teaching and assessing learning

Janes, Diane P., «Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses», Canadian Journal of University Continuing Education, vol. 29, fasc. 2, 2013. <https://worldcat.org/title/1034887266>.

D. Eliche-Quesada, M. D. L. Rubia and M. L. Martínez-Cartas, "An Experience of the Application of Glossaries and Wikis for Collaborative Learning of the Materials Science Subject," in IEEE Revista Iberoamericana de Tecnologías del Aprendizaje, vol. 16, no. 2, pp. 161-170, May 2021, doi: 10.1109/RITA.2021.3089932.

Abstract: In this study, wikis and glossaries as complementary and optional tools to develop an active methodology based on online peer-learning with the objective of promoting active participation, the acquisition of competences and improving in the teaching-learning process, as well as, the academic performance in the subject Materials Science of the Chemistry Degree of the students' self-learning during two academic years. Making use of the learning management system ILIAS, a collaborative learning environment has been created by and for students. The problems found in the experience carried out during the first academic year have been described. The analysis and corrective actions carried out have allowed more satisfactory results to be obtained during the following academic year in which this methodology was applied. Students have been asked a questionnaire to find out their perception of the competences they consider to have consolidated and / or developed with the collaborative work carried out. The impact of the implementation of collaborative learning methodology on the academic performance of students has been obtained through the analysis of academic results. The implication of students has contributed successfully to the acquisition of competences and self-learning, providing them with more control over their own learning process. URL: <https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=9458249&isnumber=9506898>

Dagmar Gromann, Johannes Schnitzer

Where do Business Students Turn for Help? An Empirical Study on Dictionary Use in Foreign-language Learning International Journal of Lexicography, Volume 29, Issue 1, March 2016, Pages 55–99, <https://doi.org/10.1093/ijl/ecv027>

Fink L. Dee. 2013. "Creating Significant Learning Experiences : An Integrated Approach to Designing College Courses." Dissertation Jossey-Bass.

Simonetti, Ilaria, Luca Tamborra, Andrea Giorgi, Vincenzo Ronca, Alessia Vozzi, Pietro Aricò, Gianluca Borghini, et al., «*Neurophysiological Evaluation of Students' Experience during Remote and Face-to-Face Lessons: A Case Study at Driving School*»,

Abstract: Nowadays, fostered by technological progress and contextual circumstances such as the economic crisis and pandemic restrictions, remote education is experiencing growing deployment. However, this growth has generated widespread doubts about the actual effectiveness of remote/online learning compared to face-to-face education. The present study was aimed at comparing face-to-face and remote education through a multimodal neurophysiological approach. It involved forty students at a driving school, in a real classroom, experiencing both modalities. Wearable devices to measure brain, ocular, heart and sweating activities were employed in order to analyse the students' neurophysiological signals to obtain insights into the cognitive dimension. In particular, four parameters were considered: the Eye Blink Rate, the Heart Rate and its Variability and the Skin Conductance Level. In addition, the students filled out a questionnaire at the end to obtain an explicit measure of their learning performance. Data analysis showed higher cognitive activity, in terms of attention and mental engagement, in the in-presence setting compared to the remote modality. On the other hand, students in the remote class felt more stressed, particularly during the first part of the lesson. The analysis of questionnaires demonstrated worse performance for the remote group, thus suggesting a common "disengaging" behaviour when attending remote courses, thus undermining their effectiveness. In conclusion, neuroscientific tools could help to obtain insights into mental concerns, often "blind", such as decreasing attention and increasing stress, as well as their dynamics during the lesson itself, thus allowing the definition of proper countermeasures to emerging issues when introducing new practices into daily life.