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APPLICATION OF HIGH-IMPACT LEARNING METHODOLOGIES IN LANGUAGE, COMMUNICATION, AND ARTS COURSES

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ABSTRACT: This article examines the pedagogical practices adopted by educators in the fields of Language, Communication, and Arts. The significance of this study lies in the necessity to understand teaching practices as a central element in enhancing student engagement and knowledge construction within these domains. The research question investigated was: How do the methodologies adopted by educators foster meaningful learning among students in the courses of Language, Communication, and Arts? The qualitative and exploratory research was conducted with three educators representing the areas of Arts (D01), Language (D02), and Communication (D03). Data were collected through semi-structured interviews, supplemented by direct observations in classes taught by the participants. Content analysis facilitated the categorization of methodological practices and the assessment of their relationship with learning processes. The results indicated that educators employed diverse approaches, such as practical activities in Arts, debates in Language, and interactive technological tools in Communication. While these methodologies were effective in promoting active participation, they faced challenges such as resource limitations and the need for greater adaptation to students' specificities. Key considerations highlight the importance of ongoing professional development for educators and the implementation of interdisciplinary practices that foster meaningful learning. The study acknowledges the limitation of analyzing a small number of participants but contributes to the discourse on pedagogical innovation in the social sciences and humanities.

Keywords: teaching methodologies, meaningful learning, educational innovation.

INTRODUCTION

Teaching methodologies in higher education have undergone significant evolution, driven by the need to promote meaningful learning and meet contemporary teaching demands. In Language, Communication, and Arts courses, the choice of teaching methodologies plays a crucial role in student engagement and the construction of essential competencies. This research investigates the methodological practices and perspectives adopted by teachers in

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these areas, seeking to identify how innovative strategies can impact the integral formation of students.

Educational literature highlights the need to align teaching methodologies to contemporary demands. Gadotti (2002) emphasizes the importance of a critical and transformative education that values the context of learners and favors the development of reflective competencies. Moran (2007), for his part, points out that the integration of technologies and active methodologies transforms the role of the teacher, who ceases to be only a transmitter of content to act as a mediator in the process of knowledge construction. These perspectives are fundamental for courses that require creativity, interdisciplinarity, and analytical skills, such as Language, Communication, and Arts.

The research also dialogues with the observations of Pimentel et al. (2020), who highlight how pedagogical innovation in higher education has driven significant changes in the teaching-learning relationship. The implementation of integrative projects and strategies such as the pedagogy of alternation, discussed by the authors, evidences the importance of methodologies that connect theory and practice, favoring contextualized and collaborative learning.

However, the advance of these methodologies faces challenges, such as insufficient teacher training to deal with emerging technologies and cultural resistance to changes in traditional teaching. According to Moran (2007), overcoming these obstacles requires the strengthening of teaching methodologies that articulate innovation and accessibility, promoting the active participation of students with different learning profiles.

In this context, this article seeks to map the methodological practices adopted by teachers in Language, Communication and Arts courses, exploring their perceptions, challenges and contributions to the construction of a more dynamic and effective higher education. The analysis of the data will provide theoretical and practical inputs to encourage critical reflection on the integration of innovative pedagogical strategies, strengthening the commitment to educational quality.

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DEVELOPMENT

The evolution of teaching methodologies in the humanities and social sciences reveals a significant transition from traditional approaches to more participatory and interactive models. Freire (2018) and Schön (2017) provide essential approaches for Language, Communication, and Arts courses. Thus, the theoretical framework is based on a critical analysis of these contributions, contextualizing them in the specific needs of scientific areas and exploring their relevance in the context of contemporary teaching methodologies.

Context of Methodologies in the Human and Social Sciences

In the human and social sciences, teaching methodologies have evolved towards approaches focused on interaction and reflexivity. Freire (2018) criticizes the traditional educational model, which he calls "banking education", as he considers that it turns the student into a passive recipient of information. Instead, he proposes a dialogic pedagogy, based on dialogue and reflective action, as a path to social transformation and critical awareness.

Schön (2017), on the other hand, contributes to the debate by highlighting the importance of reflexivity in professional training. According to him, the most meaningful learning occurs when individuals reflect on their practice in real contexts, especially in creative areas such as the arts and communication. Reflection in action allows for continuous adaptation and a deeper understanding of one's performance.

Both authors agree that learning must be linked to the subject's reality. Freire emphasizes social transformation through education, while Schön stresses professional improvement through contextualized reflection.

The Dialogic Approach and Active Learning

Freire (2018) emphasizes that dialogic education allows reaching critical awareness, transforming learning into a collaborative process between educator and learner. This model fosters autonomy and engagement, essential for the formation of critical citizens. For Freire, dialogue is an existential necessity and key to emancipation and humanization.

Along the same lines, Dos Santos and Mortimer (2009) argue that collaborative practices in education facilitate the connection between academic content and the students' daily life. The

active listening of the teacher allows the content to be adapted to the real experiences of the students, creating a bridge between theory and practice.

This approach is especially important in Language Sciences, Communication, and Arts courses, where interdisciplinarity demands methodologies that stimulate both creativity and critical reflection. Listening to teachers in these areas is essential to understand their teaching methodologies and refine educational strategies.

Incorporating teachers' perceptions in methodological development guarantees a more contextualized teaching that is more sensitive to real needs. In this way, an inclusive dialogue is strengthened and active learning is promoted that favors critical and creative training, preparing students to face the challenges of the contemporary world.

Language, Communication and Arts Courses in Mozambique

Higher education in Mozambique has registered significant growth in recent decades, with an increase in the number of institutions and courses offered. According to the Ministério da Ciência, Tecnologia e Ensino Superior (2022), the number of students enrolled in communication and arts courses has increased, reflecting a greater valorization of these areas in the country's educational and professional context.

The Faculty of Language, Communication and Arts Sciences (FCLCA) of the Universidad Pedagógica de Maputo (UniMaputo) is an example of the aforementioned growth. The FCLCA offers a variety of undergraduate, master's, and doctoral courses, including teaching Portuguese, journalism, and communication design (Faculty of Language, Communication and Arts Sciences, n.d.). This growth reflects a greater valorization of the areas of communication and arts in the Mozambican educational context, making this study necessary for higher education.

METHODOLOGY

The research has a qualitative approach, with a descriptive and exploratory character, based on the foundations of the phenomenological-interpretative paradigm (Pereira et al., 2018), with the aim of understanding the teaching methodologies employed by teachers in

Language, Communication and Arts courses, in a faculty of the same name in Maputo, Mozambique. This qualitative approach allows an in-depth analysis of interactions and perceptions, aligning with the recommendations of Flick (2009) and Bardin (2016), who advocate an analysis of complex features in their natural context.

The participants, teachers in the areas of Arts, Language, and Communication, were coded to guarantee anonymity: D01 (Arts), D02 (Language), and D03 (Communication). Following Günther's (2006) perspective, in qualitative research, the depth of the data is prioritized rather than the number of participants. Although there are more than fifty teachers, we chose to interview only three, strategically selected for their proximity to the classes. This choice allowed for a more intense observation and direct collaboration in the teaching experiences.

Thus, the selection of only three teachers proved successful, allowing for a deep immersion and the collection of data relevant to the aims of the study.

D01 is a second-year music teacher with ten years of teaching experience and a group of 19 students. D02 is a teacher with a 35-year teaching career, teaches Introduction to Linguistic Studies in the first year, with a class composed of 42 students. D03 is a PhD in Communication, has 35 years of service, and teaches the subject of Press Advisory in the third year, with a group of 36 students.

For data collection, interviews and observation were used, techniques considered essential by Marconi and Lakatos (2017) and used to capture teaching methodologies in real context, according to Flick (2009).

RESULTS

The analysis of the data focused on three axes: teaching methodologies used, their impact on student learning, and the challenges and prospects for improvement. These aspects allow us to understand how Language, Communication, and Arts teachers structure their practices and respond to educational demands.

Methodologies Adopted

At this point, we sought to verify what methodologies have been used by the teachers, their fundamental principles, and what specific strategies are employed.

Based on the methodologies used by the teachers in their classes, the following question was posed to them: How do you describe the teaching-learning methodologies you use in the courses you teach? The answers were as follows:

> *"student-centered teaching methodologies"* (D01)
>
> *"contributory and challenging methodologies..."* (D02)
>
> *"active methodologies..."* (D03)

The teachers' responses show an inclination towards student-centered methodologies, promoting their active participation and autonomy. D01 mentions approaches that stimulate critical reflection; D02 alludes to challenging and collaborative methodologies, and D03 highlights the use of active strategies such as PBL, which favor the practical application of knowledge.

Still with the aim of obtaining information on teaching-learning methodologies, the following question was posed: What are the fundamental principles underlying these approaches? And the following answers were obtained:

> *"... It's more inclusive. We are going to involve the students in all the activities and, as the teacher can see right today in the test preparation, we are really looking to identify those students who are somehow left behind..." (D01)*
>
> *".... Actually, we have students who come mostly from the same educational level... include them, but also use those experiences that they bring..." (D02)*
>
> *".... We are addressing Jean Piaget's constructivist theory. I've always liked doing this, so much so that you must have noticed that my real focus is not so much the theoretical component..." (D03)*

Teachers' reflections show a clear commitment to inclusive practices adapted to the needs of students. D01 emphasizes active participation and equity in learning; D02 highlights the valuing of previous experiences as a basis for meaningful learning, and D03 adopts a

constructivist approach, prioritizing practice and experimentation as means to build knowledge.

The teacher was also questioned about the specific strategies he/she use to promote the active participation of students, to identify the concrete practices and methods he/she use to involve students, foster their participation, and encourage collaboration.

> *"The strategy used is through exercises. After the exposition of the topics, I leave the class with exercises, as much as possible, right? Then, in each class, they appear solving the exercises on the blackboard and discussing... What I have always done is to ask the students... to meet on time, discuss the exercises..." D01*
>
> *"I usually conduct, usually, a survey to know, even, what were the motivations for choosing the course and that helps me a lot to understand if they are, truly, involved with the teaching area, first, and also... if they are people who enjoy the contents of the course, even if they do not know them... for example, if they have reading habit, if they like literature..." D02*
>
> *"... group work... group presentations..." D03*

Teachers' responses show various strategies to encourage active student participation: practical activities after theoretical classes (D01), surveys of student interests (D02), and teamwork (D03). The first promotes problem-solving skills, but can become mechanical if not complemented by other practices. The second allows personalization of teaching, although it loses effectiveness if it is not maintained throughout the course. The third promotes collaboration, but requires good organization to avoid imbalances in participation. Taken together, the strategies present limitations that indicate the need for more integrated and reflective pedagogical approaches.

Impact on the Learning Process

Here, the perspective was to analyze how teaching practices promote active participation, including technological integration and contextualization of content.

Having as an aim to evaluate the effectiveness of the pedagogical strategies used to involve students actively in the learning process, encouraging interaction, critical thinking and

autonomy. The following question was posed: “How is the active participation of students promoted?”. And the answers were as follows:

> *"In general, the faculty advocates student-centered teaching-learning. However, each discipline will have its peculiarity; in this case, being theoretical-practical disciplines, they have more practical..." D01*
>
> *".... Even though they have different experiences, now they are attending a course that is the same for all, including them, but also use those experiences they bring so that they contribute to mine, in this case, teaching, for this whole process of interaction inside and outside the classroom." D02*
>
> *".... I neglect much of the theoretical component and prefer to privilege the student's practice through exercises, group work, essentially, because that is where I believe that each of the components of the group has the opportunity to be able to... first, feel at ease and second, force himself, depending on the levels and imbalances that may exist among the group, the weaker ones gain a certain kind of interest..." D03*

The analysis reveals that teachers value student-centered approaches to foster active student participation. D01 highlights that theoretical-practical disciplines are more effective in engaging students, while theoretical disciplines face greater challenges. D02 stresses the importance of integrating students' previous experiences to enrich collective learning and promote critical thinking. D03 highlights group work as a way to strengthen collaboration, autonomy, and personal development. Overall, active participation is emphasized through practice, recognition of prior knowledge, and collaborative work.

Still in the area of promoting active participation, we sought to know how the teacher perceived the active participation of students in their classes, and the responses were as follows:

> *“... they manage to perform the exercises and interact,” D01*
>
> *"It is very variable. Some are dynamic, active, contributing, but others are more or less only physically present. I try to observe if they are shy, if they have difficulties with perception, or if they have had experiences, I would say perhaps traumatic....*

> *They say that Portuguese is not studied... I have to make an effort to try to place them at a level that will help them perform better in the course." D02*
>
> *".... I make a lot of use of continuous assessment... I have implemented my model, doing daily monitoring. I have a specific diary, which contains a kind of evaluation patterns that I establish... depending on those annotations that I am making is that they individually influence the dispersion of the grade that should be the collective grade (as far as group work is concerned) ..." D03*

Teachers' responses show different perceptions of active student participation, with emphasis on pedagogical efforts and contextual challenges. D01 reflects a positive view, highlighting autonomous and collaborative participation in class. D02 adopts a more critical approach, pointing out the diversity of the group and the need for humanized strategies to overcome personal barriers. D03 is committed to continuous assessment as a means to record and encourage individual involvement, beyond the fulfillment of tasks. Overall, there is evidence of a concern for promoting participatory learning, sensitive to the realities of the student body.

In the area of technological integration, we sought to understand how teachers integrate technology into teaching-learning methodologies, with the aim of understanding how technological tools are used to enrich the educational process, facilitate access to content and promote more interactive and personalized learning. The responses were as follows:

> *"Well, leaving aside the projection, I think that in a first phase we have not resorted much to the issue of technologies beyond the projection, given that... being a new subject for them, for the class, the lessons are more face-to-face for us..." D01*
>
> *"I consider it fundamental in these times... I see integrated technologies, not only technology-based teaching, because our country still faces some difficulties, not everyone has access... They have to research, search, they have to work on the contents using technologies." D02*
>
> *"Technology is, as you saw there... the room we had did not have the right conditions... technology is present, yes, through the use of the different tools that they are going to explore, even the research they did before the presentation. Therefore, when they assume themselves as researchers of a certain topic, many times it is not*

> *only recommended a bibliography... they are obliged to use technology for the research they have to carry out..." D03*

Teachers' responses about technology in teaching reveal diverse approaches and structural challenges. D01 reflects a limited and conservative use, focused on projection, with resistance to exploring digital resources. D02 adopts a more balanced position, valuing technology as a complement, but pointing out inequalities in access. D03 presents an innovative vision, actively integrating technology, but is limited by the precariousness of the infrastructure. All this highlights the mismatch between the pedagogical potential of technology and its effective application in the classroom.

Still on technology integration, the teacher was asked about what digital tools or online resources are used in the classroom, to identify the specific resources that the teacher employs to support teaching and learning. This helped to assess the variety and appropriateness of the chosen tools, understand how they are integrated into the pedagogical process, and verify whether they contribute to more effective teaching and are adapted to the needs of the students. The teachers' responses were as follows:

> *"The projection is effective. If we didn't have the projector, we would waste a lot of class time writing notes on the board, passing questions on the board, the summary itself.... sometimes I project and say 'today we are going to talk about what you are seeing here on the board'..." D01*

> *"I think it's important, for access, to have digitized books that they can read, that they can have on hand, as well as bibliographic and scientific repository sources, to provide them with data and bibliography, various works, various sources that help them in terms of content for them to use in their work." D02*

> *"...we do PowerPoint presentations, slides, they should combine elements like 'text-image'..." D03*

The teachers' responses show a diverse use of digital tools, with different levels of pedagogical integration. D01 relies on the projector to optimize time, but without exploring interactive resources. D02 promotes digitized books and repositories, encouraging autonomy and access to updated content. D03 uses PowerPoint with a multimodal approach, although

its interactive depth is questioned. Overall, the practices reflect advances and limitations in the use of technology to enrich learning.

Contextualization of content is equally important in the teaching-learning process. Thus, by questioning the teacher on how the content is contextualized to make it relevant to the students, the aim was to understand how the teacher adapts the didactic material to connect the knowledge with the experiences, interests, and realities of the students.

> *"..., as we had already discussed, the current curriculum, in which the class is, foresees three exits in the third year, theater, music, and dance, and at the moment they are still in the second year.... They are still basic notions of music..." D01*
>
> *"We have the scientific data, the contents that compulsorily the disciplines must address, but my challenge as a teacher of the subject is to adapt, is to study Portuguese, yes. Mozambique has a European standard Portuguese, but we must also sensitize students about the use of Portuguese in Mozambique, in the regions where they will be working..." D02*
>
> *"Associating with day-to-day examples. They should always make the bridge..." D03*

Teachers' responses reveal diverse approaches to content contextualization. D01 follows a rigid curricular perspective, postponing the relevance of the content to future stages, without any current effort to contextualize it. D02 adopts a critical stance, adapting the teaching of Portuguese to the Mozambican socio-cultural context, making the content more relevant. D03 attempts to connect academic knowledge to everyday life through practical examples, although its effectiveness depends on the appropriate selection of these examples. In general, there is a varying degree of concern for making teaching more meaningful for students.

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>
> *"Associating with day-to-day examples. They should always make the bridge..." D03*

The teacher's responses reflect different approaches to contextualization of educational content in Mozambique. D01 maintains a structural and rigid approach, postponing contextualization for later in the course. D02 shows critical awareness when adapting content, especially in teaching Portuguese, trying to align it with the Mozambican socio-cultural context. D03 adopts a practical perspective, connecting academic knowledge with everyday experiences, although its effectiveness depends on the appropriate choice of examples. Taken together, the responses reveal different levels of commitment to contextualization to make teaching more relevant.

Challenges and Perspectives

At this point, we sought to understand the limitations faced by teachers and to collect some reflections from them in the field of research. Teachers were questioned about the difficulties they encounter in promoting students' active participation, based on the methodologies chosen, to identify the challenges and obstacles they face when trying to involve students. Teachers stated the following:

> *"Actually, I think the biggest difficulty we have, us arts teachers, in particular music teachers.... I think the first point lies in this question of access, since we do not have any specific exam... This makes us receive students of all kinds, without filter.... We find students, most of them with no previous knowledge in music... And with the mobility towards Europe, it gets very complicated." D01*

> *"Sometimes, I feel that they participate more, but in general, they are more or less participative. However, some of them really need a lot of push, motivation, because they have to realize that they are on another level, because the evaluation is not limited only to testing the contents they receive in the classroom. They have to search for those contents and build knowledge from it - that's the biggest challenge! Some react well... others, not so much..." D02*

> *"Difficulties are associated with inherited problems in the mastery of writing and reading skills that, it seems to me, have not been well consolidated in previous classes or levels. Deficits in these skills have repercussions, therefore, in the lack of understanding of specific content and broader subjects that require, for example, general knowledge, which is very much demanded of a communication professional, which is the journalist." D03*

Teachers' responses reveal challenges in fostering active participation, especially in the arts and communication. The main concern is the insufficient preparation of students, which hinders the use of participatory methodologies. D01 points to the lack of an entrance exam as a cause of knowledge inequality, especially in music. D03 highlights the deficiencies in reading and writing in the subject of journalism, which affect comprehension and critical thinking. D02 mentions the passivity of students and their reluctance to take an active role, highlighting cultural and methodological barriers to participatory learning.

It was also questioned what teachers would like to add about students' active participation, to open a space for them to express additional reflections, suggestions, or experiences that were not addressed in the previous questions:

> *"Well, I was going to comment on the following, which I think Dr. Ana Paula will also reflect on, about active participation itself. I think it is a problem... and this issue should be solved from the base because there is a part that corresponds totally to the teacher, the question of the design of the methodologies, the class plan, the analytical plan, but there is an individual part... the part of the independent study is directly linked to active participation... and it is difficult to instill in the students..." D01*

> *"I always think of an ideal situation where the whole class, or the whole group of students, is balanced. They should not all have the same reactions, we are not equal,*

> *but I would like them to respond at the same speed, more or less in the same way to this dynamic of approaching the content... to be more contributive, but not all of them are...” D02*

Teaching responses reveal active participation as a complex challenge that involves both the role of the teacher and the responsibility of the students themselves. D01 stresses the importance of independent study as a basis for autonomy and active participation, emphasizing that learning ultimately depends on student engagement. D02 idealizes more homogeneous class participation, but expresses frustration at the diversity of responses and uneven student engagement. D03's lack of response reinforces the plurality of teachers' perceptions. Overall, the reports point to the need for a balance between effective methodologies and fostering student autonomy.

DISCUSSION OF RESULTS

The discussion of the results analyzes teaching methodologies in Language, Communication and Arts courses, focusing on three key dimensions: the relationship between active methodologies and the specific contexts of each area, the use of technology as a bridge between theory and practice, and the challenges to adapt to student needs. The reflections show how teaching practices are influenced by disciplinary particularities, technological conditions, and student demands, contributing to the debate on innovation in higher education.

Intersection between Active Methodologies and Specific Contexts

The results evidence that the methodologies employed by teachers in Language, Communication, and Arts courses are partially aligned with the recommendations of Moran (2018), by privileging student protagonism through the use of practical activities (D01), debates (D02), and interactive technologies (D03). However, the application of such methodologies varies according to the disciplinary field and the availability of resources. In spite of this, traditional methods, such as content exposition and dialogical discussion,

continue to be predominant, in an attempt to articulate theoretical knowledge with the changing realities of the educational field.

In line with Barreto (2004) and Rocha (2011), the integration of information and communication technologies (ICT) plays an essential role in updating teaching methodologies, although their impact is not uniform. The research underlines the need for a planned methodological articulation, as proposed by Mendes and Gomes (2020), so that active teaching methodologies promote meaningful learning, based on reflective participation and practical application of the contents by students.

Technology as a Bridge between Theory and Practice

The D03 teacher's approach highlights the potential of technology to transform teaching by connecting academic knowledge with practical contexts, as confirmed by Cavalcanti and Filatro (2018), who stress the need for adequate infrastructure for effective integration. However, as Barbosa and Kramer (2007) warn, ICTs are often idealized, leading to an exaggerated expectation about their ability to solve complex problems in the education system, such as equity and student engagement.

Arroyo (2000) insists that such integration requires continuous teacher training and institutional support, emphasizing that educational innovation goes beyond the use of technology: it implies creating environments that favor meaningful learning. In this line, the use of visual resources and practical methods, as pointed out by Clark and Mayer (2016), allows a better assimilation of content, facilitating its application in real situations and promoting a deeper and more critical understanding.

Challenges in Adapting to Student Needs

Despite teachers' efforts, difficulties persist in adapting active methodologies to the heterogeneity of the student body, which limits their effectiveness. Fonseca and Mattar (2017) point out that such methodologies require personalized strategies, still little explored in some observed contexts. The analyzed responses reflect a clear preference for student-centered approaches, in line with Kolb (2014), who highlights that the integration between

theory and practice, through experiential learning, favors understanding and contextualized application of knowledge.

Similarly, Barr and Tagg (1995) propose a paradigm shift towards a learning-centered model, where the teacher acts as a facilitator and the student becomes an active agent in his or her training. This vision is reflected in the interviews, which show a valuing of autonomy and collaborative work. Bonwell and Eison (1991), for their part, reinforce this perspective by emphasizing that active methodologies foster critical thinking through direct participation, debate, and decision making. Overall, the findings show that the teaching methodologies reported are aligned with theoretical frameworks that promote meaningful learning in areas that articulate theory and practice, such as Language, Communication, and the Arts.

CONCLUSIONS

The present study has made it possible to analyze the teaching methodologies adopted by teachers in Language, Communication, and Arts courses, revealing a diversity of approaches that reflect both disciplinary specificities and the structural challenges of the educational context. The strategies identified - from practical activities in Arts (D01), debates in Language (D02), to the use of interactive technologies in Communication (D03) - share the common objective of encouraging active student participation and enriching the teaching-learning process.

However, the findings also reveal persistent obstacles, such as the difficulty in adapting methodologies to the heterogeneity of the student body and the lack of pedagogical and technological resources. These challenges underline the importance of continuous teacher reflection and training that promotes effective integration between theory and practice.

In this scenario, methodological innovation is a key element. The intentional use of active methodologies -such as project-based learning, inverted classrooms or interdisciplinarity- can promote more meaningful learning and the development of critical, collaborative and reflective competencies.

It is concluded, therefore, that success in teaching Language, Communication and Arts is closely linked to the teacher's ability to review, adapt and innovate their practices, building learning environments that value creativity, interaction and student protagonism.

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