

Oxford University Press – How to get published with international journals

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May 2017 Krasnoyarsk





Agenda

- University of Oxford scholarships
- About OUP
- Resources supporting teaching and research
- EPIGEUM
- How to get published



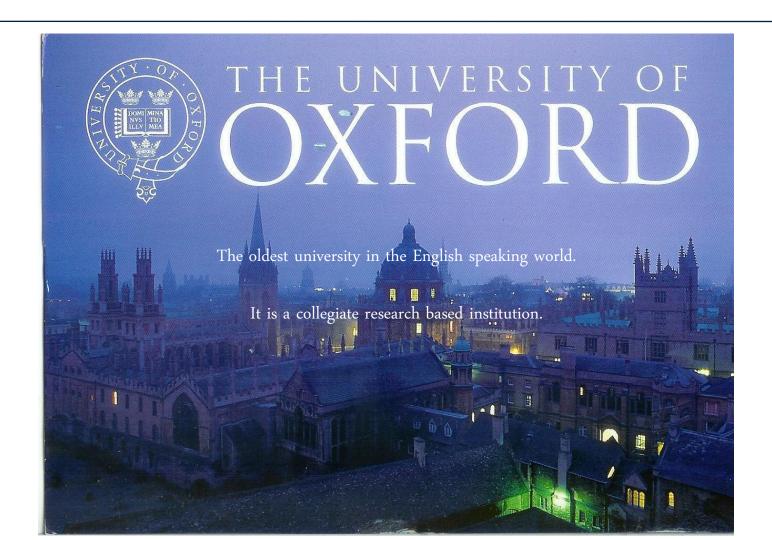


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A Very Short Introduction

- Origins date back to 1478
- Largest university press
- 25th largest publisher in the world
- 6,000 employees worldwide
- Over 5,000 titles per year, and 300 journals







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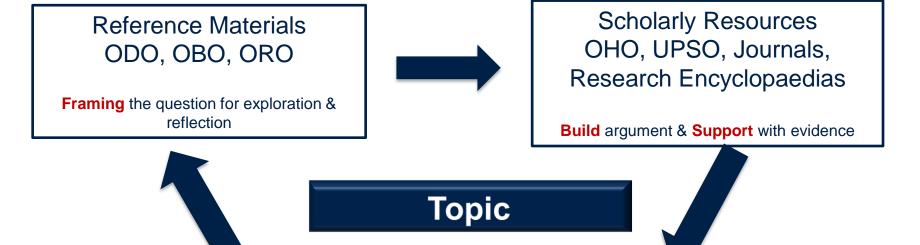


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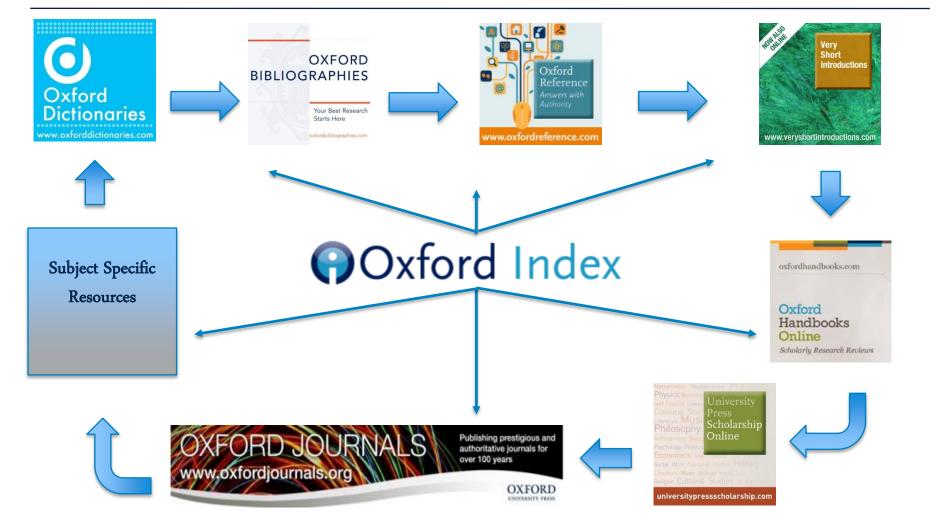


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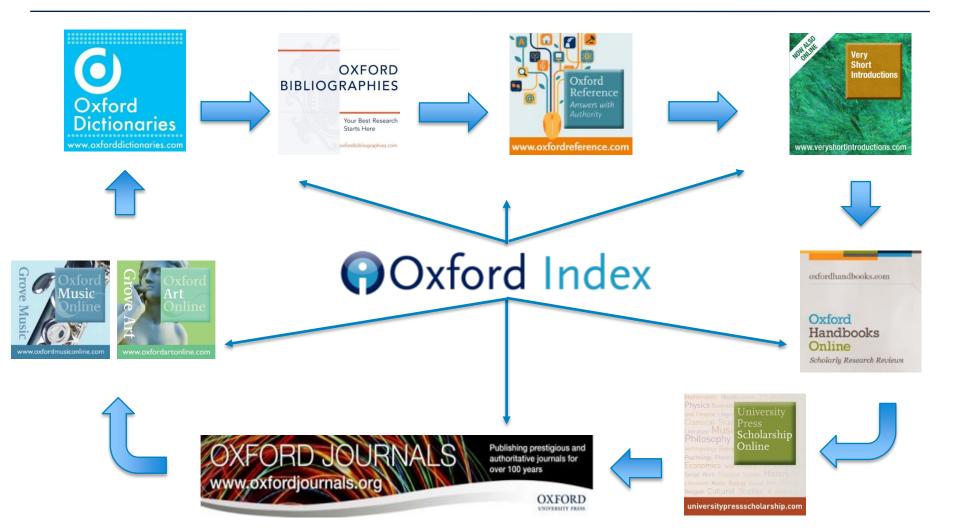
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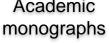
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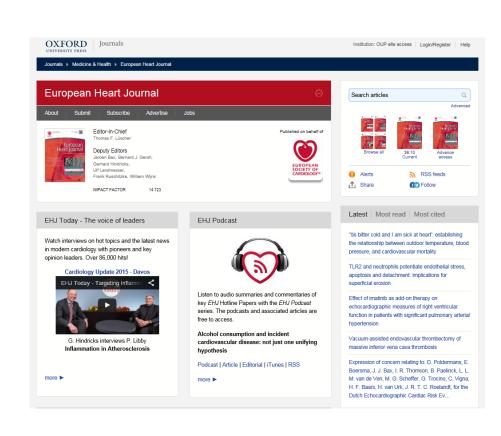
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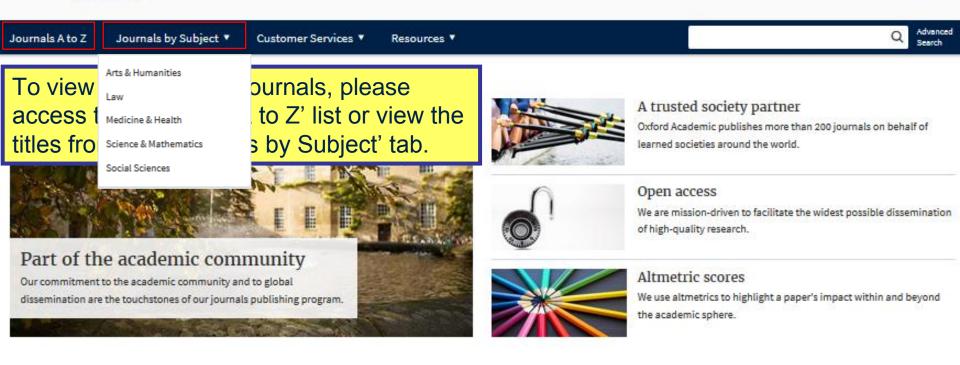
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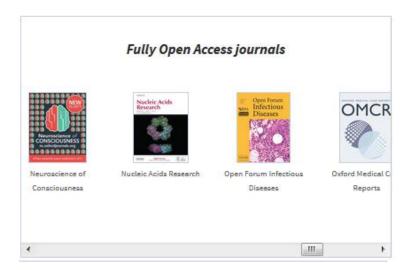
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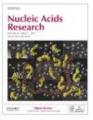
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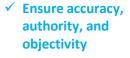
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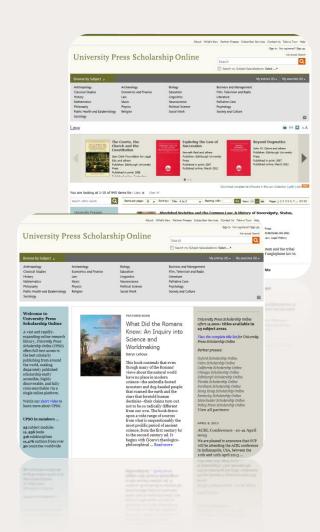
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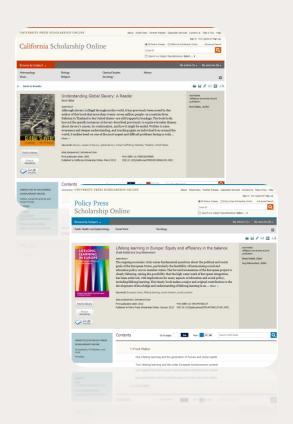
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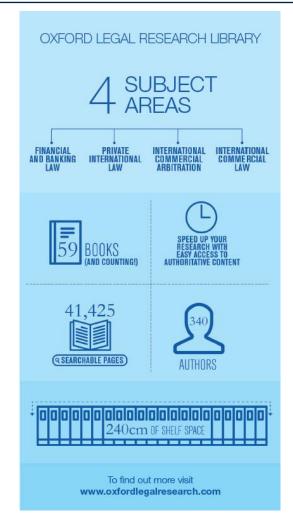




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- Difficult to keep up with developments in the field
- Labor-intensive to start research in unfamiliar areas
- Slows productivity on research projects
- Guiding students is major challenge.

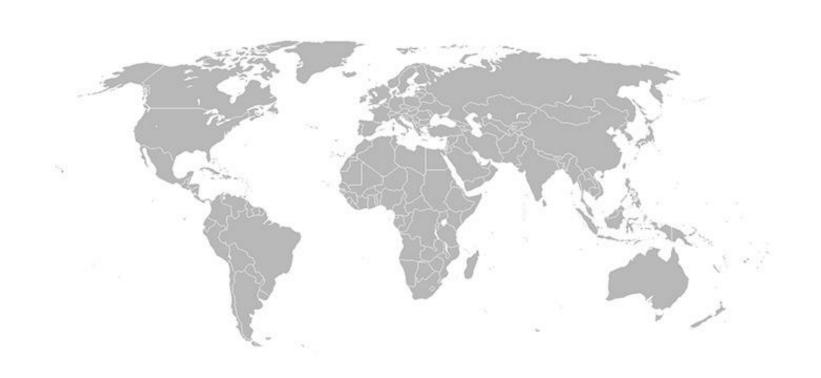












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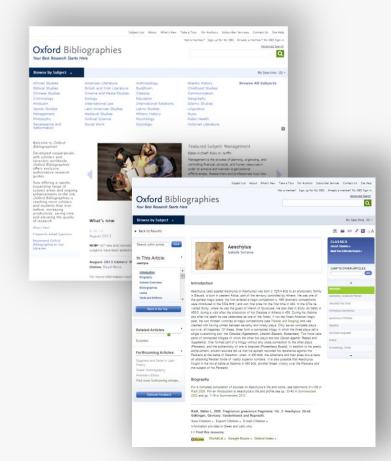
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- Atlantic History
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- British and Irish Literature
- Buddhism
- Childhood Studies
- Chinese Studies
- Cinema and Media Studies
- Classics
- Communication
- Criminology
- Ecology
- Education
- Environmental Science
- Evolutionary Biology
- Geography
- Hinduism
- International Law

- International Relations
- Islamic Studies
- Jewish Studies
- Latin American Studies
- Latino Studies
- Linguistics
- Management
- Medieval Studies
- Military History
- Music
- Philosophy
- Political Science
- Psychology
- Public Health
- Renaissance and Reformation
- Social Work
- Sociology
- Victorian Literature

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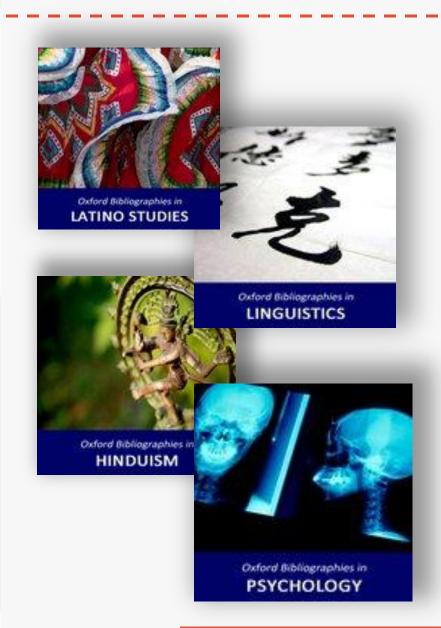


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Keywords: culture, Gustave Flaubert, Johann Wolfgang von Goethe, prose, Percy Bysshe Shelley, Richard Brinsley Sheridan, Short Story, socialist Realism

Bibliographic Information

Publisher: Oxford University Press Print ISBN-13: 9780192801449 DOI: 10.1093/actrade/9780192801449.001.0001 Print Publication Date: Aug 2001 Published online: Sep 2013 Catriona Kelly, author Fellow of New College, Oxford, and Tutor in Russian Author Webpage

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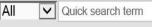




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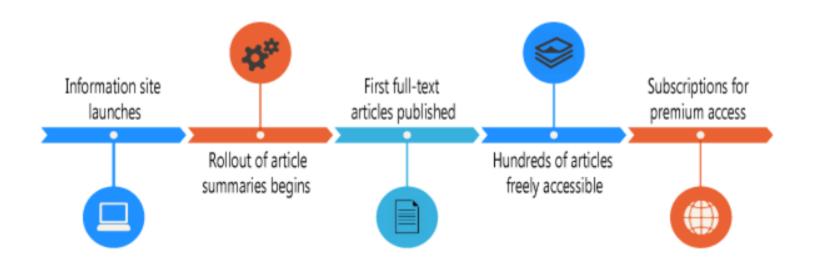
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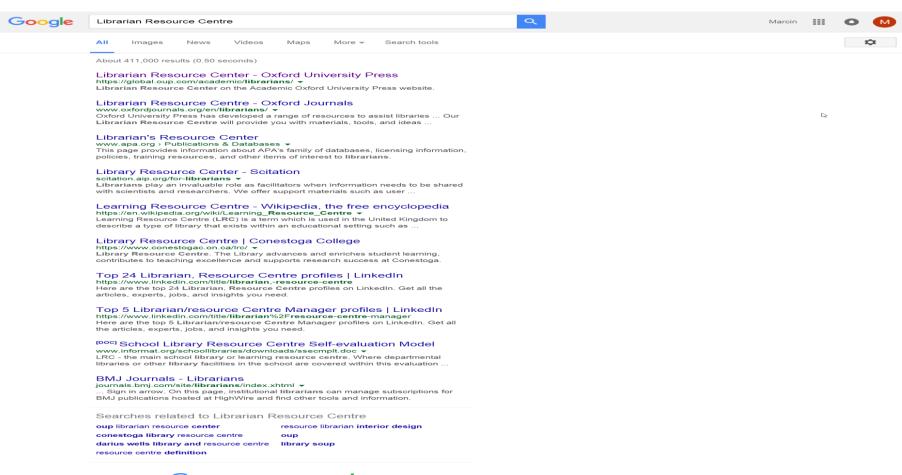


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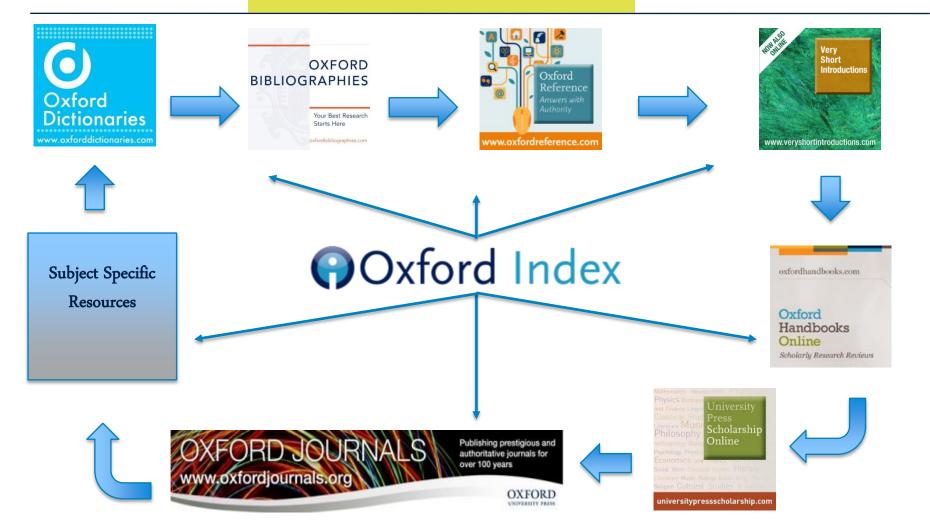


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Editors are looking for "something new and preferably surprising" according to Dr. Peter Smith, a Cambridge philosopher and former editor of Analysis, the philosophical journal.

NEW IDEAS

NEW IDEAS

NEW IDEAS

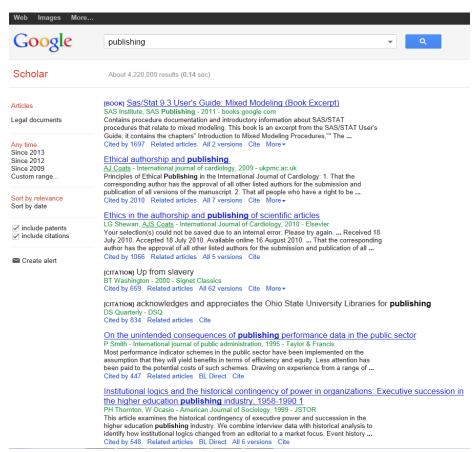


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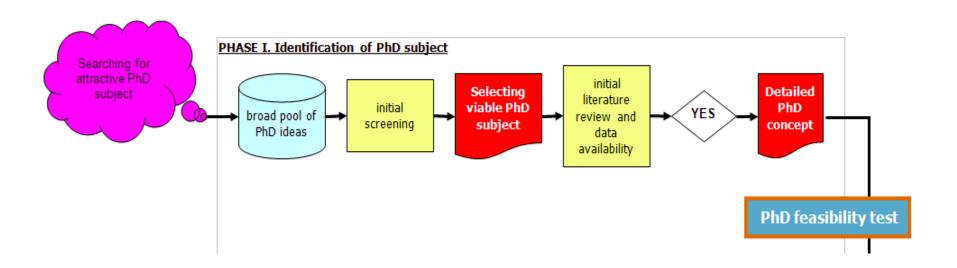
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- [+] Front Matter
- [-] Section 1 Preparing an Article for Publication
 - [+] 1 Types of Articles
 - [+] 2 Manuscript Preparation
 - [-] 3 References
 - 3.1 Reference Style and
 - the Uniform Requirements
 - 3.2 Reference List
 - 3.3 References Given in

Text

- 3.4 Minimum Acceptable
- **Data for References**
- 3.5 Numbering
- 3.6 Citation
- 3.7 Authors
- 3.8 Prefixes and Particles
- [+] 3.9 Titles
 - 3.10 Subtitles
- [+] 3.11 References to Print Journals

References

Chapter: References
Author(s): Cheryl Iverson

DOI: 10.1093/jama/9780195176339.003.0003

- 3.1 Reference Style and the Uniform Requirements
- 3.2 Reference List
- 3.3 References Given in Text
- 3.4 Minimum Acceptable Data for References
- 3.5 Numbering
- 3.6 Citation
- 3.7 Authors
- 3.8 Prefixes and Particles
- 3.9 Titles
 - 3.9.1 English-Language Titles
 - 3.9.2 Non-English-Language Titles
 - 3.9.3 Names of Organisms
 - 3.9.4 Non-English Words and Phrases
- 3.10 Subtitles
- 3.11 References to Print Journals
 - 3.11.1 Complete Data
 - 3.11.2 Names of Journals
 - 3.11.3 Page Numbers and Dates
 - 3.11.4 Discontinuous Pagination
 - 3.11.5 Journals Without Volume or Issue Numbers
 - 3.11.6 Parts of an Issue

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Journals 3.11.6 Parts of an Issue [+] 3.12 References to Print 3.11.7 Special or Theme Issue Books 3.11.8 Supplements [+] 3.13 Special Print Materials [+] 3.14 Other Media 3.11.9 Abstracts and Other Material Taken From Another Source [+] 3.15 Electronic References 3.11.10 Special Department, Feature, or Column of a Journal [+] 3.16 US Legal References 3.11.11 Other Material Without Named Author(s) or With Named Authors and a Group Name Acknowledgments 3.11.12 Discussants References 3.11.13 Corrections [+] 4 Visual Presentation of Data 3.11.14 Retractions [+] 5 Ethical and Legal Considerations 3.11.15 Duplicate Publication [+] 6 Editorial Assessment and 3.12 References to Print Books **Processing** 3.12.1 Complete Data [+] Section 2 Style 3.12.2 Reference to an Entire Book [+] Section 3 Terminology 3.12.3 References to Monographs [+] Section 4 Measurement and 3.12.4 Reference to a Chapter in a Book Quantitation 3.12.5 Editors and Translators [+] Section 5 Technical 3.12.6 Volume Number Information 3.12.7 Edition Number 3.12.8 Place of Publication [+] End Matter 3.12.9 Publishers 3.12.10 Year of Publication Subject(s) in AMA Manual of 3.12.11 Page Numbers or Chapter Number 3.13 Special Print Materials 3 References 3.13.1 Newspapers 3.13.2 Government or Agency Bulletins 3.13.3 Serial Publications **Related Quizzes** 3.13.4 Theses and Dissertations 3.13.5 Special Collections References 3.13.6 Package Inserts **3.13.7** Patents 3.13.8 Unpublished Material 3.13.9 Personal Communications

3.14 Other Media

3.13.11 Classical References

Style

3.14.1 Audiotapes, Videotapes, DVDs (Digital Video Disks)

3.13.10 Secondary Citations and Quotations (Including Press Releases)

01 14 10 1

3.13 Electronic References

3.15.1 Online Journals

3.15.2 Books and Books on CD-ROM

3.15.3 Websites

3.15.4 Online Newspapers

3.15.5 Government/Organization Reports

3.15.6 Software

3.15.7 Software Manual or Guide

3.15.8 Databases

3.15.9 Email and Email List (Listserve) Messages

3.15.10 Online Conference Proceedings/Presentations

3.15.11 News Releases and Miscellaneous

3.15.12 Legal References

3.16 US Legal References

3.16.1 Method of Citation

3.16.2 Citation of Cases

3.16.3 Legislative Materials

References serve 3 primary purposes—documentation, acknowledgment, and directing or linking the reader to additional resources. Authors may cite a reference to support their own arguments or lay the foundation for their theses (documentation); as a credit to the work of other authors (acknowledgment); or to direct the reader to more detail or additional resources (directing or linking).

References are a critical element of a manuscript and, as such, the reference list demands close scrutiny by authors, editors, peer reviewers, manuscript editors, and proofreaders. Authors bear primary responsibility for all reference citations. Editors and peer reviewers should examine manuscript references for completeness, accuracy, and relevance. Manuscript editors and proofreaders are responsible for assessing the completeness of references, for ensuring that references are presented in proper style and format, and for checking to make sure that any reference links are accurate and functional.

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- Rankings (example Thomson Reuters Impact factors; the Association of Business Schools ABS etc.)
- Number of downloads (utility)
- Dissemination of journal (where it is read)
- Links to societies/associations
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- What are your most important factors when choosing a journal?
- Which resources do you use to research the journals you publish in?
- Which rankings do you use? How important are they?
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- What is the best journal in your field? Why?

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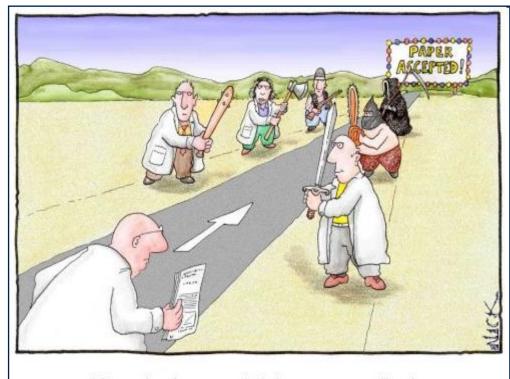


Surviving peer review

Not always straight forward proccess

Research is all about peer review





Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

- You need to avoid a desk reject
- 2. You may need to revise and resubmit
- You will almost certainly need to alter your paper

The Process



- Submission is an important step on the road to being published
- Reviewers are selected for their expertise by the Editors
- They do sometimes make mistakes and their opinions may not be valid
- But generally they raise genuine concerns about the work conceptualization, execution and/or interpretation of the work

The Process



 Their comments are aimed at maintaining the quality of papers publish in the journal, the overall journal reputation and ultimately at improving your work to attain a high standard of academic writing.

Process Conclusion:



- Identify a few possible target journals but be realistic
- Follow the Author Guidelines: scope, type of paper, word length, references style, etc.
- Find where to send your paper (editor, regional editor, subject area editor) ...
- ... and how to send it (email, hard copy, online submission)
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^ Back to top

G

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^ Back to top

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Human Reproduction
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^ Back to top

Ι

Interactive CardioVascular and Thoracic Surgery
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^ Back to top

1

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- Originality what's new about subject, treatment or results?
- Relevance to and extension of existing knowledge
- Research methodology are conclusions valid and objective?
- Clarity, structure and quality of writing does it communicate well?
- Sound, logical progression of argument
- So what?' factors!
- Recency and relevance of references
- Adherence to the editorial scope and objectives of the journal
- A good title, keywords and a well written abstract

Co-authorship?



- With supervisor, different departments or institutions
- Exploits individual strengths
- Especially useful for cross-disciplinary research
- Demonstrates the authority and rigour of the research
- Increases potential pool of citations

But remember

- Ensure paper is edited so that it reads as one voice
- Identify the person responsible for closing the project
- Agree and clarify order of appearance of authors

Peer Review:



- Peer Review is important to assess your work before submitting it.
- Have fellow colleagues, tutors, scholars look at your work and give you feedback to avoid desk rejection. You do not want to be refused by appearing uninformed concerning your submission.
- Always expect that you would have to amend, alter and revise your paper to submit a more accurate version.

Plagiarism and referencing



- Plagiarism (from the Latin plagium meaning 'a kidnapping') is the act of taking someone else's work and pretending it is yours. It is considered fraud!
- It isn't always detected in peer review but electronic tools can help

Revising



- A request for revision is good news!
 - You've avoided a desk reject and you are in the publishing cycle
 - Nearly every published paper is revised at least once
 - So now, close the deal!
- Acknowledge the editor and set a revision deadline
- **Clarify** if in doubt 'This is what I understand your comments to mean...'
- Meet the revision deadline
- Attach a covering letter showing how you met the reviewers' requests (or if not, why not)

Dealing with the comments:



- Answer as completely as possible
- Answer politely, be tactful and not with emotive language
- Answer with evidence
- If you feel the reviewer has misunderstood then address the point with a good argument explaining why the reviewer is mistaken
 - It may be the reviewers are conflicted on a point
 - It is ok to use one reviewer to argue against another

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E Contents

- [+] Front Matter
- [-] Section 1 Preparing an Article for Publication
 - [+] 1 Types of Articles
 - [+] 2 Manuscript Preparation
 - [+] 3 References
 - [+] 4 Visual Presentation of Data
 - [+] 5 Ethical and Legal Considerations
 - [-] 6 Editorial Assessment and Processing
 - [+] 6.1 Editorial Assessment
 - [+] 6.2 Editorial Processing Acknowledgments References
- [+] Section 2 Style
- [+] Section 3 Terminology
- (+) Section 4 Measurement and Quantitation
- [+] Section 5 Technical Information
- [+] End Matter

Subject(s) in AMA Manual of Style

6 Editorial Assessment and Processing Chapter: Editorial Assessment and Processing

Author(s): Richard M. Glass

DOI: 10.1093/jama/9780195176339.003.0006

6.1 Editorial Assessment

- 6.1.1 Editorial Decisions
- 6.1.2 Assessment Criteria
- 6.1.3 Peer Review
- 6.1.4 Selection of Reviewers
- 6.1.5 Statistical Review
- 6.1.6 Concealing of Author and Reviewer Identities
- 6.1.7 Revision
- 6.1.8 Appealing a Rejection
- 6.1.9 Postpublication Review

6.2 Editorial Processing

- 6.2.1 Manuscript Editing
- 6.2.2 Composition, Page Makeup, and Web Content
- 6.2.3 Proofreading
- **6.2.4** Advertising
- 6.2.5 Issue Makeup and Review
- 6.2.6 Reprints
- 6.2.7 Corrections
- **6.2.8** Index

The principal goals of editing biomedical publications are to select, improve, and disseminate information that will advance the art and science of the discipline covered by the publication. For example, biomedical publications are a major source of information for the improvement of medical care. In addition to initial transmission to readers at the time of publication, information from journal articles is often carried by the public media. Published articles influence educators and opinion leaders, who transmit the information to many persons who do not read the original publications. Medical journal articles can also be subsequently accessed by clinicians and researchers seeking information about particular topics. Such searches are facilitated by online search engines (see 25.0, Resources) and provide the information essential to practicing evidence-based medicine,¹ in which patient-care decisions are informed by acquiring and assessing the relevant medical literature. These myriad uses of biomedical literature indicate the importance of the procedures to improve quality involved in editorial assessment and processing.

Previous | Next

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In case of rejection:





DON T

GIVE UP

If your article is rejected



- Ask why, and listen carefully!
 Most editors will give detailed comments about a rejected paper. Take a deep breath, and listen to what is being said
- Try again!
 Try to improve the paper, and re-submit elsewhere. Do your homework and target your paper as closely as possible
- Don't give up!
 At least 50% of papers don't get published. Everybody has been rejected at least once
- Keep trying!

How to sell your work



- Use a short descriptive title containing main keyword don't mislead
- Write a clear and descriptive abstract containing the main keywords and following any instructions as to content and length
- Provide relevant and known keywords not obscure new jargon
- Make your references complete and correct vital for reference linking and citation indices
- All of this will make your paper more discoverable which means more dissemination and possibly more citation



- [+] Front Matter
- [-] Section 1 Preparing an Article for Publication
 - [+] 1 Types of Articles
 - [-] 2 Manuscript Preparation
 - [+] 2.1 Titles and Subtitles
 - [+] 2.2 Bylines and End-of-

Text Signatures

- [+] 2.3 Footnotes to Title Page
- [+] 2.4 Running Foot
- [-] 2.5 Abstract

2.5.1 Structured

Abstracts

2.5.2 Unstructured

Abstracts

2.5.3 General

Guidelines

- 2.6 Keywords
- 2.7 Epigraphs
- [+] 2.8 Parts of a Manuscript, Headings, Subheadings, and Side Headings
 - 2.9 Addenda
- [+] 2.10 Acknowledgment

Section

2.11 Appendixes

2.12 Online-Only

(Supplementary) Material

Acknowledgment

References

- [+] 3 References
- [+] 4 Visual Presentation of Data
- [+] 5 Ethical and Legal

Considerations

- [+] 6 Editorial Assessment and Processing
- [+] Section 2 Style
- [+] Section 3 Terminology

Abstract



In this age of electronic data dissemination and retrieval, in which abstracts are typically indexed and freely available, a well-written abstract has become increasingly important in directing readers to articles of potential clinical and research interest. The abstract of a research report summarizes the main points of an article: (1) the study objective or background, (2) the study design and methods, (3) primary results, and (4) principal conclusions. For scientific studies and systematic reviews, narrative expressions, such as "X is described," "Y is discussed," "Z is also reviewed," do not add meaning and should be avoided. Results should be presented in quantitative fashion, but authors and editors should be scrupulous in verifying the accuracy of all data and numbers reported and ensuring consistency with the results published in the full article.⁷

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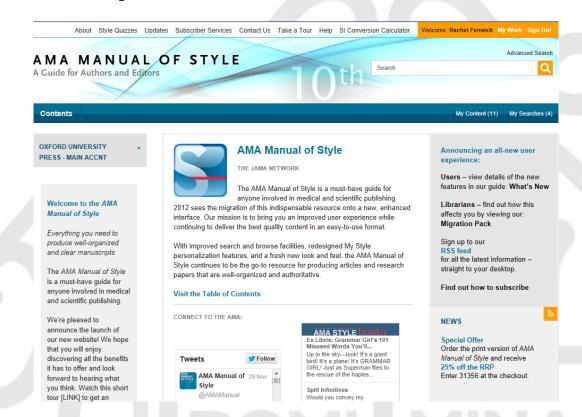
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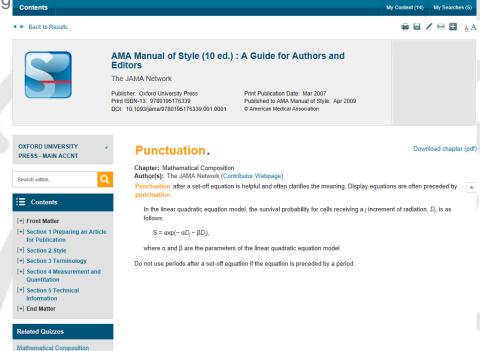


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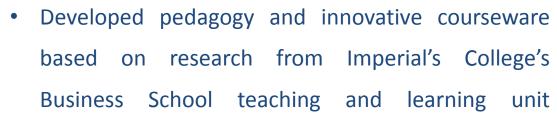


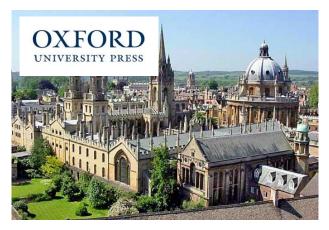


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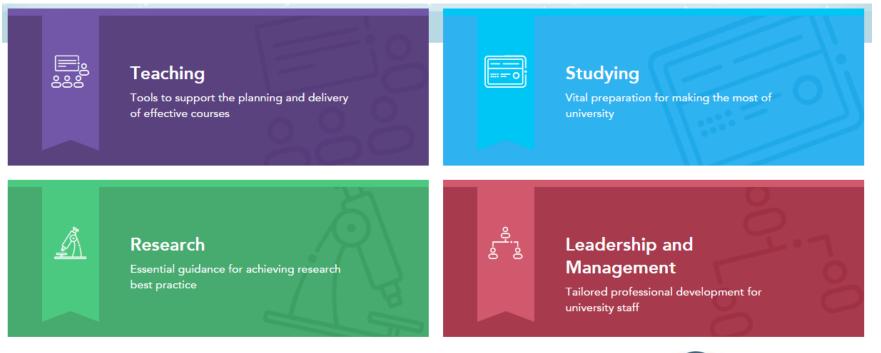
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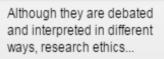




Throughout the course you will find 'pods' to the right of the screen, including...

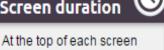
Click for more

Useful advice



Click for more

Screen duration

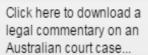


you will see an icon showing the approximate...

Click for more

MΣ

Download



Click for more

Portfolio activities



Click for more

Useful links



Declaration of Helsinki: www.wma.net/en/ 30publications/10policies...

Click for more

Reflection



Your learning outcomes: Before you begin this course, take a moment to ...

Click for more

Your context

Some institutions or departments may run mentoring schemes as...

Click for more

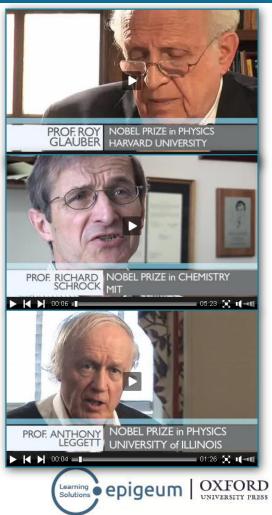


Supporting materials

- Video is a key element of Epigeum courses and is likely to include, for example:
 - Expert interviews
 - Case study/practitioner interviews
 - Explanatory video







Our courses: Leadership and Management





The Epigeum Leadership and
Management programmes are devised to
provide the knowledge and skills that are
particular to the higher education
context. This context is intensely complex
and needs these kind of tailored materials
to be truly effective.

Devised by leading experts in collaboration with universities from across the world, these courses promote best practice leadership within the context of your institutional culture.



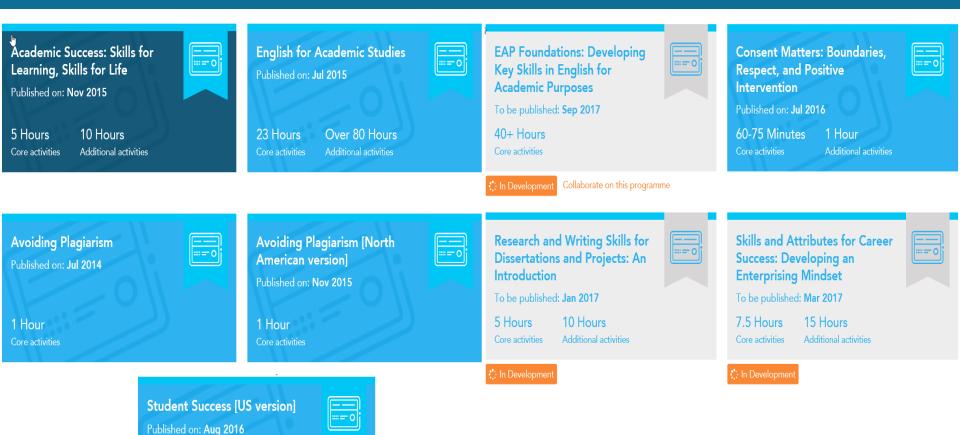
Our courses: Studying

7.5 hours

Core activities

Over 30 hours

Additional activities



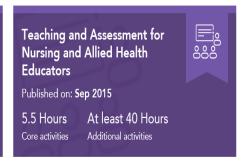
Learning epigeum

Our courses: Teaching





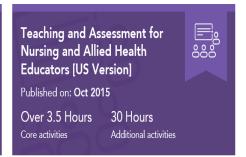






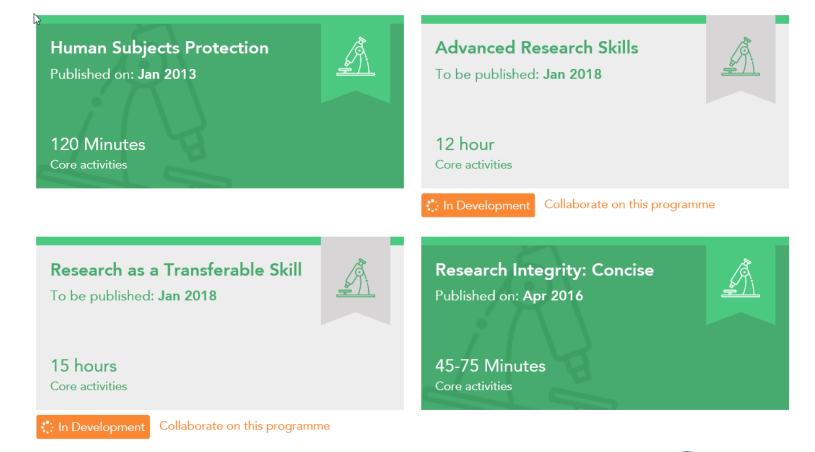






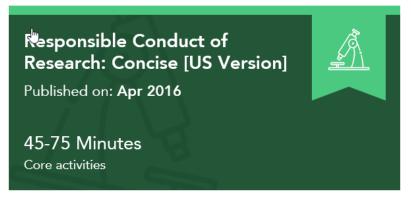


Our courses: Research





Our courses: Research











Our courses: Research

Professional Skills for Research Leaders



Published on: Jan 2014

16 Hours 60 Hours

Core activities Additional activities

Supervising Doctoral Studies

Published on: Aug 2014



10 Hours 20 Hours

Core activities Additional activities

Research Skills Master Programme



Published on: Oct 2013

45 Hours 200 Hours

Core activities Additional activities

Research Integrity



5 Hours (per version)

Core activities

25-32 Hours (per version)

Additional activities



Research Skills Master Programme

About the *Research Skills Master Programme*

The Research Skills Master Programme is a comprehensive training resource for researchers, consisting of 18 online courses. It provides PhD students, junior postdoctoral researchers and early-career research academics with a broad range of essential skills, from writing for academic purposes to entrepreneurship and commercialisation.

The courses are designed to improve the effectiveness of researchers and also equip students with the skills they will need in their careers, whether inside or outside of academia. This updated programme features a brand new design, full compatibility with mobile devices, revised content and a series of new pedagogical features including nearly 200 hours of supplementary online and offline activities to engage participants and consolidate learning.

Available with Epigeum Impact



IMPACT: evaluation tools and analytics

- 1. Who are your trainees?
- 2. Did they learn anything?
- 3. Has program changed climate?
- 4. How does your institution measure up?



Research Skills Master Programme

Working with your supervisor Introduction to the Research Skills Master Programme Intellectual property in the research context Conferences, presenting and networking Getting published in the arts Research methods in the arts and humanities Getting published in the sciences Research methods in the social sciences Research methods in the sciences Ethics 1: Good research in practice Ethics 2: Research with humans in the health and social sciences Research methods in literature review Managing your research project Academic entrepreneurship: an introduction Career planning in the arts, humanities and social sciences Entrepreneurial opportunities: recognition and evaluation Career planning in the sciences Entrepreneurial resources: people, teams and finance

18 online courses to select



Getting published in science



Getting published in the sciences

Overview

Publication date: Oct 2013 Core activities: 2 hours

Additional activities: 11 hours

This course aims to encourage researchers in the sciences to publish and guide them through the processes involved in publishing an academic article, including identifying when and where to publish, how to write and prepare a paper for submission and the peer review process. The course may also be helpful for researchers in the social sciences using experimental research methods.

Syllabus

- ✓ Module 1: The publishing landscape
- ✓ Module 2: Getting ready to publish
- ✓ Module 3: Submitting your paper
- ✓ Module 4: The editorial process
- ✓ Module 5: Tips from the top

Atthor, revised and first editions: Dr Keith Hart Senior Research Fellow, Central Biotechnology Services, School of Medicine, Cardiff

Reviewer, first edition: Professor Peter Barnes

University

Professor of Thoracic Medicine and Head of Airway Disease at the National Heart and Lung Institute, Imperial College London



Research methods in science



Research methods in the sciences

Overview

Publication date: Oct 2013
Core activities: 3 hours
Additional activities: 7 hours

This course aims to support doctoral and postdoctoral researchers undertaking independent research in the sciences. The course provides guidance on the different research processes, from the early stages of framing a research question, through conducting the research, to writing up findings and publication.

Syllabus

- ✓ Module 1: What is science?
- Module 2: Identifying and formulating the research question
- ✓ Module 3: Evaluating research questions
- ✓ Module 4: Designing and planning your research
- Module 5: Reflection and communication



Author, revised edition: Dr Keith Hart

Senior Research Fellow, Central Biotechnology Services, School of Medicine, Cardiff University

Author, first edition: Dr Gordon Rugg

Senior Lecturer, School of Computing and Mathematics, Keele University

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