

Peer Editing Worksheet High School Research Paper

"Grammar is the tool that makes reading, writing, and day-to-day conversation possible. In [this book], English teacher and educational blogger Lauralee Moss delivers grammar lessons and exercises specifically designed to reinforce what sixth-, seventh-, and eighth-graders are learning in the classroom. From identifying basic parts of speech, to understanding sentence structure, to using punctuation correctly, this book will help kids master the rules of grammar so they can become confident writers and speakers." -- Back cover.

Literacy: Made for All is a classroom-ready, teacher-friendly resource for English and Writing teachers of Grades 9 through 12. Organized buffet style, it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques. Benefits and Features: tested and proven effective at all learning levels, from Remedial to Pre-AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and/or students' needs each skill, assignment or project begins by 'teaching the teacher', giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence

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to modify and experiment thereafter comprised of reading, writing, literary criticism and language-study components moves students from writing effectively to reading analytically (approaching text from the authoring point of view), a proven, highly successful methodology can turn any English course into a Literacy course extremely versatile and cost-effective can deepen an existing English course or complete the framework for a new one WORDSMITHING focuses on the creation, production and sharing of a variety of nonfiction writing projects.

Drawing upon previously unpublished archival materials as well as historical accounts, Gere traces the history of writing groups in America, from their origins over a century ago to their recent reappearance in the works of Macrorie, Elbow, Murray, and others. From this historical perspective Gere examines the theoretical foundations of writing groups, challenging the traditional concept of writing as an individual performance. She offers instead a broader view of authorship that includes both individual and social dimensions, with implications not only for the teaching of composition but also for theories of rhetoric and literacy.

Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades. In this updated and expanded second edition of her best-selling book, Susan M.

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Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher, and (3) does the student use the feedback to extend learning? In this comprehensive guide for teachers at all levels, you will find information on every aspect of feedback, including

- Strategies to uplift and encourage students to persevere in their work.
- How to formulate and deliver feedback that both assesses learning and extends instruction.
- When and how to use oral, written, and visual as well as individual, group, or whole-class feedback.
- A concise and updated overview of the research findings on feedback and how they apply to today's classrooms. In addition, the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students, and English language learners. The vast majority of students will respond positively to feedback that shows you care about them and their learning. Whether you teach young students or teens, this book is an invaluable resource for guaranteeing that the feedback you give students is engaging, informative, and, above all, effective.

In this newly revised and expanded 2nd edition of *Picture-Perfect Science Lessons*, classroom

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veterans Karen Ansberry and Emily Morgan, who also coach teachers through nationwide workshops, offer time-crunched elementary educators comprehensive background notes to each chapter, new reading strategies, and show how to combine science and reading in a natural way with classroom-tested lessons in physical science, life science, and Earth and space science.

This comprehensive guide will prepare candidates for the test in all 50 states. It includes four complete practice exams, a real estate refresher course and complete math review, as well as a real estate terms glossary with over 900 terms, and expert test-prep tips.

This text is a highly accessible and authoritative approach to the theory and practice of teaching writing to students of English. This book is an accessible and authoritative approach to the theory and practice of teaching writing to students of English. It sets out the key issues in second language writing instruction to offer both pre-service and in-service teachers a guide to writing instruction grounded in current theory and research. The author takes the stance that student writers not only need realistic strategies for drafting and revising, but also a clear understanding of genre to structure their writing experience according to the demands and constraints of particular target contexts. This book will be extremely useful to prospective and practicing

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teachers alike.

Ninth-grader Philip Malloy's suspension for humming "The Star-Spangled Banner" during homeroom becomes a national news story.

The "Literacy: Made for All" series is a classroom-ready, teacher-friendly resource for English and Writing teachers of Grades 9 through 12. Organized buffet style, it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques. STORY CRAFTING focuses on the creation, editing, polishing and sharing of short stories and longer prose fiction.

Why do students often graduate from high school unprepared for college writing? And what can we do about it? These are the questions that a group of classroom teachers set out to explore. Over the course of seven years, a group of middle, high school, college, and university teachers participated in a federally funded writing coalition project to implement innovative approaches to teaching writing. Together they developed this series of lesson plans designed to make writing both fun and an integral part of diverse curricula. "Practical" is the recurrent motif of each teaching strategy. Developed by real teachers in real classrooms, the lessons are grouped into seven categories: writing process, portfolios, literature, research, grammar, writing on demand, and media. Each lesson follows a standard

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format that includes purpose of the activity; necessary preparation; required props and materials; process and procedure for implementation; instructional pointers and/or possible pitfalls; and reflections from the teacher that provide "behind the scenes" insights.

Daily Paragraph Editing, Grade 6+ covers grade-level skills in these areas: capitalization language usage punctuation: apostrophes punctuation: commas punctuation: periods punctuation: quotation marks other types of punctuation spelling Daily Paragraph Editing extras include: a reproducible student language handbook that provides simple, clear rules and examples of their application to guide students in correct use of the mechanics, grammar, and spelling skills covered in the daily paragraphs. a page of reproducible proofreading marks that models the standard markings used to correct and edit text. an editing checklist to guide students in reviewing and revising their own writing or that of a peer. an assessment rubric to guide teachers in conducting a holistic evaluation of student writing.

The best story is one that comes from the heart. The library is having a contest for the best story, and the quirky narrator of this book just has to win that rollercoaster ride with her favorite author! But what makes a story the best? Her brother Tim says the best stories have lots of action. Her father thinks the best stories are the funniest. And Aunt Jane tells her

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that the best stories have to make people cry. A story that does all these things doesn't seem quite right, though, and the one thing the whole family can agree on is that the best story has to be your own. Anne Wilsdorf's hilarious illustrations perfectly capture this colorful family and their outrageous stories in Eileen Spinelli's heartfelt tale about creativity and finding your own voice.

ALA Best Book for Young Adults ? School Library Journal Best Book ? Publishers Weekly Best Book ? IRA/CBC Children's Choice ? NCTE Notable

Children's Book in the Language Arts A Vietnamese girl plants six lima beans in a Cleveland vacant lot.

Looking down on the immigrant-filled neighborhood, a Romanian woman watches suspiciously. A school janitor gets involved, then a Guatemalan family.

Then muscle-bound Curtis, trying to win back Lateesha. Pregnant Maricela. Amir from India. A sense of community sprouts and spreads. Newbery-winning author Paul Fleischman uses thirteen speakers to bring to life a community garden's founding and first year. The book's short length, diverse cast, and suitability for adults as well as children have led it to be used in countless one-book reads in schools and in cities across the country.

Seedfolks has been drawn upon to teach tolerance, read in ESL classes, promoted by urban gardeners, and performed in schools and on stages from South Africa to Broadway. The book's many

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tributaries—from the author's immigrant grandfather to his adoption of two brothers from Mexico—are detailed in his forthcoming memoir, *No Map, Great Trip: A Young Writer's Road to Page One*. "The size of this slim volume belies the profound message of hope it contains." —*Christian Science Monitor* And don't miss *Joyful Noise: Poems for Two Voices*, the Newbery Medal-winning poetry collection!

That was the summer the boy lost a baseball under a tomato plant in Mr. Bellavista's garden. And someone tossed a tomato back instead of the baseball. A lively battle took place, which seemed like great fun at the time, but in the end Mr. Bellavista's garden had been destroyed. In a touching story of one boy's efforts to make amends, we see the rebuilding of a garden and the forming of a relationship across generations. With luminous, beautifully detailed watercolors, the artist has captured both the sadness and the quiet joy woven throughout the tale.

"Good writing is more than we say; it is how we say it. This book shows how to master fifty key target skills that will improve their writing and raise their assessment scores."--Editor.

A chance encounter with Harry Houdini leaves a small boy in possession of a mysterious box--one that might hold the secrets to the greatest magic tricks ever performed.

Laurie Kirschner and Stephen Mandell, authors with

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nearly thirty years of experience teaching college writing, know what works in the classroom and have a knack for picking just the right readings. In *Patterns for College Writing*, they provide students with exemplary rhetorical models and instructors with class-tested selections that balance classic and contemporary essays. Along with more examples of student writing than any other reader, *Patterns* has the most comprehensive coverage of active reading, research, and the writing process, with a five-chapter mini-rhetoric; the clearest explanations of the patterns of development; and the most thorough apparatus of any rhetorical reader, all reasons why *Patterns for College Writing* is the best-selling reader in the country. And the new edition includes exciting new readings and expanded coverage of critical reading, working with sources, and research. It is now available as an interactive Bedford e-book and in a variety of other e-book formats that can be downloaded to a computer, tablet, or e-reader. Read the preface.

'A comprehensive, well-written and beautifully organized book on publishing articles in the humanities and social sciences that will help its readers write forward with a first-rate guide as good company.' - Joan Bolker, author of *Writing Your Dissertation in Fifteen Minutes a Day* 'Humorous, direct, authentic ... a seamless weave of experience, anecdote, and research.' - Kathleen McHugh,

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professor and director of the UCLA Center for the Study of Women Wendy Laura Belcher's *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* is a revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising theirs accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is the only guide that focuses specifically on publishing humanities and social science journal articles.

Laurie Kirschner and Stephen Mandell, authors with thirty years of experience teaching college writing, know what works in the classroom and have a knack for picking just the right readings. In *Patterns for College Writing*, they provide students with exemplary rhetorical models and instructors with class-tested selections that balance classic and contemporary essays. Along with more examples of student writing than any other reader, *Patterns* has the most comprehensive coverage of active reading, research, and the writing process, with a five-chapter mini-rhetoric; the clearest explanations of the patterns of development; the most thorough apparatus of any rhetorical reader; and the most comprehensive coverage of argumentative writing—all reasons why *Patterns for College Writing*

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is the best-selling reader in the country. And the new edition includes exciting new readings, images, and debate and casebook topics. Patterns is now available as a Bedford e-Book to Go and in a variety of formats that can be downloaded to a computer, tablet, or e-reader. And now with the new edition, you can meet students where they are: online. Our newest set of online materials, LaunchPad Solo, provides all the key tools and course-specific content that you need to teach your class. Get all our great course-specific materials in one fully customizable space online; then assign and mix our resources with yours. To package LaunchPad Solo free with Patterns for College Writing, use ISBN 978-1-319-01312-7.

Motivate students who have not been successful with traditional materials with these lively, trivia-type sentences and examples drawn from areas such as sports, animal life, biography, and science. More than 1,500 response lines in each book keep them involved and learning.

Learn how to review other people's work and provide constructive advice with these fun activities.

Students will practice giving tactful critiques, a foundational skill that will benefit them both academically and personally. Additional text features and search tools, including a glossary and an index, help students locate information and learn new words.

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A hilarious companion to *I Wanna Iguana*. Ever since their baby sister came along, Alex has been forced to share a room with his little brother, Ethan, and it's a nightmare. Ethan always breaks stuff, snores like a walrus, and sticks crayons up his nose. No hardworking, well-behaved, practically grown-up boy like Alex should have to put up with that! Writing letters to his mom convinced her to let him get his pet iguana, so Alex puts pencil to paper again, this time determined to get his own room. Though all of his powers of persuasion can't get his dad to expand the house, he does come through with a fun alternative to give Alex some space of his own.

Students can easily misstep when they first begin to do research. Leanne C. Powner's new title *Empirical Research and Writing: A Student's Practical Guide* provides valuable advice and guidance on conducting and writing about empirical research. Chapter by chapter, students are guided through the key steps in the research process. Written in a lively and engaging manner and with a dose of humor, this practical text shows students exactly how to choose a research topic, conduct a literature review, make research design decisions, collect and analyze data, and then write up and present the results. The book's approachable style and just-in-time information delivery make it a text students will want to read, and its wide-ranging and surprisingly sophisticated coverage will make it an important

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resource for their later coursework.

Discusses reading comprehension and offers ways for teachers to develop it in their students, exploring the cognitive and social aspects of comprehension while viewing it as an active process.

Extending the themes of Contemporary Psychoanalytic Foundations, *The Therapeutic Situation in the 21st Century* is a systematic reformulation of fundamental psychoanalytic concepts, such as transference, therapeutic action, and the uses of psychotropic drugs, in the light of recent developments in postmodernism, complexity theory, and neuroscience. Leffert offers formulations of areas not previously considered in any depth by psychoanalysts, such as power relations in the analytic couple, social matrix theory, and narrative theory informed by considerations of archaeology, genealogy, complexity, memory, and recall. He also considers new areas, such as the role of uncertainty and love in the therapeutic situation. This book is part of an ongoing effort to place psychoanalysis in the current century, and looks to outside as well as inside areas of thought to inform how we work and how we think about our work.

This book helps "students to master the standard organizational patterns of the paragraph and the basic concepts of essay writing. The text's time-proven approach integrates the study of rhetorical patterns and the writing process with extensive practice in sentence structure and mechanics." - product description.

An interactive, multimedia text that introduces students to reading and writing at the college level.

The must-have Common Core guide for every ESL/ELL instructor *Navigating the Common Core with English Language Learners* is the much-needed practical guide for ESL/ELL instructors. Written by experienced teachers of

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English Language Learners, this book provides a sequel to the highly-regarded ESL/ELL Teacher's Survival Guide and is designed to help teachers implement the Common Core in the ELL classroom. You'll find a digest of the latest research and developments in ELL education, along with comprehensive guidance in reading and writing, social studies, math, science, Social Emotional Learning and more. The Common Core is discussed in the context of ESL, including the opportunities and challenges specific to ELL students. Ready-to-use lesson plans and reproducible handouts help you bring these ideas into the classroom, and expert guidance helps you instill the higher-order thinking skills the Common Core requires. The Common Core standards have been adopted in 43 states, yet minimal guidance has been provided for teachers of English Language Learners. This book fills the literature gap with the most up-to-date theory and a host of practical implementation tools. Get up to date on the latest stats and trends in ELL education Examine the challenges and opportunities posed by Common Core Find solutions to common issues that arise in teaching ELL students Streamline Common Core implementation in the ELL classroom The ELL population is growing at a rapid pace, and the ELL classroom is not exempt from the requirements posed by the Common Core State Standards. ESL/ELL teachers know better than anyone else how critical language is to learning, and ELL students need a specialized Common Core approach to avoid falling behind. Navigating the Common Core with English Language Learners provides specific guidance and helpful tools that teachers can bring to the classroom today.

The Chromebook Classroom gives you a fast, clear road map for turning a new fleet of Chromebooks into rich learning tools for a single classroom or an entire district! The Chromebook Classroom is the perfect companion for educators just getting

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started with Chromebooks - or looking for new ways to boost their students' learning through technology.

Activities in this book include drills, lessons, clarification techniques, and research strategies; each with a computer connection component.

Written for adults, this hands-on guide demonstrates how to make easy musical instruments with children. Detailed instructions are included for making more than 60 unique instruments that are suitable for children as young as five years. Serving as a resource in the classroom or home, this manual is extensively illustrated with drawings and photographs along with an audio sample of the instruments in lively solo and ensemble pieces.

This book gives teachers ways to provoke thought and start discussion - something schemes of work don't always allow time for. With a curriculum that is getting increasingly content-heavy, it's important for teachers to look to develop thinking skills where they can. 365 Things to make you go hmm ... provides one opportunity a day (through questions / tasks) to develop skills like creative thinking, a sense of wonder, logic and decision-making. By getting pupils talking, classroom communities are built. Skills include: creative thinking, mathematical thinking, problem-solving, critical thinking, personal / inter-personal skills, a sense of wonder/curiosity about the world. For use by teachers from KS1 through to secondary teachers.

Teaching Autoethnography: Personal Writing in the Classroom is dedicated to the practice of immersive ethnographic and autoethnographic writing that encourages authors to participate in the communities about which they write. This book draws not only on critical qualitative inquiry methods such as interview

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and observation, but also on theories and sensibilities from creative writing and performance studies, which encourage self-reflection and narrative composition. Concepts from qualitative inquiry studies, which examine everyday life, are combined with approaches to the creation of character and scene to help writers develop engaging narratives that examine chosen subcultures and the author's position in relation to her research subjects. The book brings together a brief history of first-person qualitative research and writing from the past forty years, examining the evolution of nonfiction and qualitative approaches in relation to the personal essay. A selection of recent student writing in the genre as well as reflective student essays on the experience of conducting research in the classroom is presented in the context of exercises for coursework and beyond. Also explored in detail are guidelines for interviewing and identifying subjects and techniques for creating informed sketches and images that engage the reader. This book provides approaches anyone can use to explore their communities and write about them first-hand. The methods presented can be used for a single assignment in a larger course or to guide an entire semester through many levels and varieties of informed personal writing.

Fourteen black-and-white drawings, each accompanied by a title and a caption, entice readers

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to make up his or her own story.

"HELP! My Students Can't Write!" Why You Need a Writing Revolution in Your Classroom and How to Lead It. The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback.

Insurmountable as the challenges faced by many students may seem, TWR can make a dramatic difference. And the method does more than improve writing skills. It also helps:

- Boost reading comprehension
- Improve organizational and study skills
- Enhance speaking abilities
- Develop analytical capabilities

TWR is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

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The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs. "Writing allows each of us to live with that special wide-awakeness that comes from knowing that our lives and our ideas are worth writing about." -Lucy

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Calkins Teaching Writing is Lucy Calkins at her best—a distillation of the work that's placed Lucy and her colleagues at the forefront of the teaching of writing for over thirty years. This book promises to inspire teachers to teach with renewed passion and power and to invigorate the entire school day. This is a book for readers who want an introduction to the writing workshop, and for those who've lived and breathed this work for decades. Although Lucy addresses the familiar topics—the writing process, conferring, kinds of writing, and writing assessment—she helps us see those topics with new eyes. She clears away the debris to show us the teeny details, and she shows us the majesty and meaning, too, in these simple yet powerful teaching acts. Download a sample chapter for more information.

Dr. Seuss's very first book for children! From a mere horse and wagon, young Marco concocts a colorful cast of characters, making Mulberry Street the most interesting location in town. Dr. Seuss's signature rhythmic text, combined with his unmistakable illustrations, will appeal to fans of all ages, who will cheer when our hero proves that a little imagination can go a very long way. (Who wouldn't cheer when an elephant-pulled sleigh raced by?) Now over seventy-five years old, this story is as timeless as ever. And Marco's singular kind of optimism is also evident in McElligot's Pool.

Research Question(s): To what extent will direct

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instruction, modeling, and peer editing affect my students' ability to write a well-structured paragraph focusing specifically on strong topic sentences? How does the intervention impact my student's self-perceptions towards writing topic sentences and paragraph structure? Research Activities: Context: This intervention study was done in an 8th grade U.S. History class of ethnically diverse 30 students. These students attended a 7/8 junior high school in a large urban area of Northern California. Seven focus students were chosen to be a cross section of the class as a whole. Four of the focus students are English learners with CELDT classifications from Early-Intermediate to Re-designated, while the other three students are native English speakers. These focus students also run the gamut regarding grades and academic skills. Methods and Data: This study uses three different approaches to teaching middle school students about how to write a paragraph. The first two days of the intervention were direct instruction. I gave my students a lecture and a note taking guide to help them learn the parts of a paragraph and the characteristics of a well written topic sentence. After these lectures, I had the students write a paragraph and complete a survey regarding writing. Next I modeled for the students, example paragraphs. I gave the students handouts of paragraphs that were well written and had strong topic sentences as well as paragraphs with weak

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topic sentences. I made observations as the class read each paragraph and discussed the merits of the first sentence. If the sentence was deemed to be inappropriate, the students wrote their own improved sentence. Once these lessons were through, I collected another paragraph and survey from my students. Finally, I had my students peer edit a classmate's paragraph. Each student had a checklist to help them stay focused as they edited and I observed them during this process. The students then took their draft home and improved it with the comments made in class. I collected these paragraphs and a third survey about how the students feel about their writing skills. My post-intervention data was a paragraph written as part of an end of the unit test and an attitudinal survey asking them to reflect on the intervention as a whole. At the end of the study, I compared all of the data collected during and after the intervention to baseline data collected during the first semester of the school year. These pre-intervention data are in the form of a paragraph written on a test, two different surveys asking the students about their own perceptions of writing, and observations made while the students were working on a project that required writing.

Findings and Conclusions: The students in this class felt as though their writing has improved, when in fact, the rubric shows otherwise. This is only when considering the pre and the post-intervention data.

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During the intervention; however, the students' paragraph writing skills did improve, as demonstrated by an inclusion of topic sentences and the grading rubric. One explanation for this trend are that the students are more aware of how a good writer organizes a paragraph and are taking more risks trying to master these skills. The anxiety of a testing situation may have led some students to "forget" what they had learned over the course of the intervention which is why many students did not adequately incorporate topic sentences in the post-intervention data. To continue this research, I plan on working next on teaching my students how to tie the evidence in a paragraph back to the topic sentence to make sure that the whole paragraph stays on one topic. Grade Level: 8. Data Collection Methods: Observation-Teacher Research Journal, Student Work, Survey-Attitude, Writing Samples. Curriculum Areas: Social Studies: United States History, Writing-Writing in the content areas. Instructional Approaches: Class discussion, Direct Instruction, Note-taking, Teacher Modeling, Writing-Organization, Writing-Peer response/feedback, Writing-Prompts, Writing-Rubrics.

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