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# New Technology In Schools

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Technology and the Disruption of Higher Education

Visions and Concepts for Education 4.0

Technology Education in New Zealand

Technology and New Jersey's Schools in the 21st Century

New Information Technology in the Education of Disabled Children and Adults

OECD Digital Education Outlook 2021 Pushing the Frontiers with Artificial

Intelligence, Blockchain and Robots

Technology Education for Teachers

Tech Trends in Practice

Transforming Learning with New Technologies

Go Blended!

Schools and Technology

Shaping Future Schools with Digital Technology

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Education and Technology

*New Technology In  
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Technology and the Disruption of Higher Education New York : William Morrow  
What does the future hold for digital technology and education? What can be learnt from the history of technology use in education? Does digital technology make education more individualized? Will it eventually replace the school, university and teacher? In a thoroughly revised edition of this successful book,

Neil Selwyn takes a critical look at some of the major current debates and controversies concerning digital technologies and education. Focusing on the social as well as the technical aspects of these issues, Selwyn addresses fundamental but often unvoiced questions about education and technology. Over the course of eight chapters, the book gives careful thought to the people, practices, processes and structures behind the rapidly increasing use of technologies in education, with an emphasis on the implications of digital

technologies for individuals and institutions. Brand new chapters on trends in AI and 'big data' driven automation of education, and the future(s) of education and technology are included. This edition also features new sections exploring 'post-digital' perspectives, personalized learning, digital labour, and the impending need for sustainable forms of digital education. The book focuses attention on the connections between recent technology developments and broader changes in education practice, education policy and education theory over the past few decades. It also challenges us to reflect on future directions and controversies for education in the (post)digital age. Expanded study questions, annotated further reading and

a new glossary of key terms are included to support readers. An updated companion website links to bonus chapters and audio recordings for further discussion.

*Visions and Concepts for Education 4.0*

Corwin Press

Develop new strategies for using computers in the classroom Educators have talked about using information technology to improve teaching since the beginning of the modern computer movement but true integration remains an elusive goal--for most. Classroom Integration of Type II Uses of Technology in Education finds teachers who have managed to take advantage of the sophistication, power, and affordability of today's technology to develop new and better strategies for learning,

despite the absence of an effective institutional infrastructure. This unique book reviews effective Type II teaching applications and software used at all educational levels, including Lego/Logo technologies, idea technologies, graphics software, laptop computers, and handheld computers. Information technology in schools has failed to fulfill its considerable potential because without a widespread instructional support system, computers are generally poorly used and not integrated meaningfully into classroom activities. But some educators have still been able to implement Type II applications of information technology in their educational settings. Classroom Integration of Type II Uses of Technology in Education looks at their innovative

methods of using computers to bring about more effective teaching--and learning. Classroom Integration of Type II Uses of Technology in Education examines: computer activities of grade 1-5 students using Lego/Logo technologies using Kid-Pix graphics software for creative activities the Technology Integration Assessment Instrument (TIAI) gender disparity in computer-oriented problem solving a three-tiered, idea-technology classification system pre-service teacher preparation assistive technology definitions, legislation, and implementation issues lesson plans and document techniques for laptop computers an action/instructional model for using handheld wireless computers in the classroom Classroom Integration of

Type II Uses of Technology in Education is an invaluable resource for academics working in information technology and education, and for K-12 teachers and administrators at all levels.

**Technology Education in New**

**Zealand** John Wiley and Sons

This book addresses the issues confronting educators in the integration of digital technologies into their teaching and their students' learning. Such issues include a skepticism of the added value of technology to educational learning outcomes, the perception of the requirement to keep up with the fast pace of technological innovation, a lack of knowledge of affordable educational digital tools and a lack of understanding of pedagogical strategies to embrace digital technologies in their teaching.

This book presents theoretical perspectives of learning and teaching today's digital students with technology and propose a pragmatic and sustainable framework for teachers' professional learning to embed digital technologies into their repertoire of teaching strategies in a systematic, coherent and comfortable manner so that technology integration becomes an almost effortless pedagogy in their day-to-day teaching. The materials in this book are comprised of original and innovative contributions, including empirical data, to existing scholarship in this field. Examples of pedagogical possibilities that are both new and currently practised across a range of teaching contexts are featured.

**Technology and New Jersey's**

**Schools in the 21st Century** Springer

Nature

\*\*\*BUSINESS BOOK AWARDS - FINALIST

2021\*\*\* Discover how 25 powerful technology trends are transforming 21st century businesses How will the latest technologies transform your business?

Future Tech Trends in Practice will give you the knowledge of today's most important technology trends, and how to take full advantage of them to grow your business. The book presents 25 real-world technology trends along with their potential contributions to organisational success. You'll learn how to integrate existing advancements and plan for those that are on the way. In this book, best-selling author, strategic business advisor, and respected futurist Bernard Marr explains the role of technology in

providing innovative businesses solutions for companies of varying sizes and across different industries. He covers wide-ranging trends and provides an overview of how companies are using these new and emerging technologies in practice. You, too, can prepare your company for the potential and power of trending technology by examining these and other areas of innovation described in Future Tech Trends in Practice:

- Artificial intelligence, including machine and deep learning
- The Internet of Things and the rise of smart devices
- Self-driving cars and autonomous drones
- 3D printing and additive manufacturing
- Blockchain technology
- Genomics and gene editing
- Augmented, virtual and mixed reality

When you understand the technology trends that are driving success, now and

into the future, you'll be better positioned to address and solve problems within your organisation.

*New Information Technology in the Education of Disabled Children and Adults* Springer Nature

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educational websites, learning games, blogs and wikis, assistive technologies, digital portfolios, and many other new and emerging technologies to create highly interactive, inquiry-based teaching and learning experiences in K-12 schools. *Transforming Learning with New Technologies* is designed to help current and future teachers transform classrooms into technology-infused places of learning where adults and students work together as educational partners to understand and use technology to the best advantage. With its focus on the day-to-day realities of elementary and secondary schools, each chapter addresses the needs of future educators by providing thoughtful perspectives, instructional examples, descriptions of tools and apps, and



technology-integrated lesson plans from across the curriculum for all grade levels, K-12. The book emphasizes the new knowledge and expanded talents teachers and students who use technology need to have in order to develop in their future careers and social life--what the Partnership for 21st Century Skills calls the 3Rs (the changing content of the academic curriculum as schools move to include problem solving and inquiry learning in subject areas) and the 4Cs (the skills of critical thinking, communication, collaboration, and creativity). It shows how teaching and learning with the 3Rs and 4Cs helps teachers using technology prepare, deliver, and assess lessons differently, while students use technology to think critically and

creatively about all learning they do. The Enhanced Pearson eText features embedded video and assessments. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad<sup>®</sup> and Android<sup>™</sup> tablet.\* Affordable. Experience the advantages of the Enhanced Pearson eText along

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Access Card

**OECD Digital Education Outlook 2021 Pushing the Frontiers with Artificial Intelligence, Blockchain and Robots**

Harvard University Press Higher Education is a global industry, driving a new technological, industrial revolution. However, it is important to remember education is about teachers helping students learn. This work is a collection of short essays exploring how to use digital technology to provide a form of teaching which will meet social and economic goals, and make use of technology, while still having a place for the academic as a teacher. Drawing on work undertaken for a Masters of Education in Distance Education, this book charts one future for Higher Education, including instructional design,

planning and management, catering for international students, using Open Education Resources and Mobile Learning. E-learning designer and computer professional, Tom Worthington MEd FACS CP, uses as a case study his award-winning course in ICT Sustainability and the design of a new innovation and entrepreneurship course. -- author's website.

*Technology Education for Teachers*

Springer

Software Goes to School brings together leading experts to offer an in-depth examination of how computer technology can play an invaluable part in educational efforts through its unique capacities to support the development of students' understanding of difficult concepts. Focusing on three broad

themes - the nature of understanding, the potential of technology in the classroom, and the transformation of educational theory into practice - the contributors discuss a wealth of subjects central to any efforts that intend to improve our schools. Topics range from the difficulties students encounter when learning new ideas (especially in science and mathematics), to how the right software allows for hands-on manipulation of abstract concepts, to the social realities of the educational environment.

**Tech Trends in Practice** Createspace

Independent Publishing Platform

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the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the loose-leaf version. This new guide is packed with strategies and ideas on how teachers and students can use desktops, laptops, smartphones, tablets, apps, interactive educational websites, learning games, blogs and wikis, assistive technologies, digital portfolios, and many other new and emerging technologies to create highly interactive, inquiry-based teaching and learning experiences in K-12 schools. *Transforming Learning with New Technologies* is designed to help current and futures teachers transform classrooms into technology-

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Transforming Learning with New Technologies Springer Science & Business Media

This title was first published in 2002. The educational potential of information and communications technology (ICT) has been speculated upon endlessly - from the early days of the micro-computer to the present excitement surrounding

virtual education and e-learning . Now, with current multi-billion dollar initiatives such as the UK National Grid for Learning and US Technology Literacy Challenge, ICT is an unavoidable element of education. Yet despite a plethora of promises and policies, new technologies have failed to be wholly integrated into education. Telling Tales on Technology critically examines the role of ICT in education and explores how, given its assumed importance, new technology remains a peripheral part of much of what goes on in education. Based on in-depth qualitative studies, the book takes a comprehensive yet questioning look over the past two decades of educational technology policy and practice and positions it within the wider social, cultural, political and economic notion of

the information age . Drawing on interviews with students, teachers, politicians and business people as well as comprehensive documentary analysis, this is an essential text for anyone thinking seriously about the use of ICT in education.

Go Blended! Springer Science & Business Media

A Science “Reading List for Uncertain Times” Selection “A must-read for anyone with even a passing interest in the present and future of higher education.” —Tressie McMillan Cottom, author of *Lower Ed* “A must-read for the education-invested as well as the education-interested.” —Forbes  
Proponents of massive online learning have promised that technology will radically accelerate learning and

democratize education. Much-publicized experiments, often underwritten by Silicon Valley entrepreneurs, have been launched at elite universities and elementary schools in the poorest neighborhoods. But a decade after the “year of the MOOC,” the promise of disruption seems premature. In *Failure to Disrupt*, Justin Reich takes us on a tour of MOOCs, autograders, “intelligent tutors,” and other edtech platforms and delivers a sobering report card. Institutions and investors favor programs that scale up quickly at the expense of true innovation. Learning technologies—even those that are free—do little to combat the growing inequality in education. Technology is a phenomenal tool in the right hands, but no killer app will shortcut the hard road

of institutional change. “I’m not sure if Reich is as famous outside of learning science and online education circles as he is inside. He should be...Reading and talking about Failure to Disrupt should be a prerequisite for any big institutional learning technology initiatives coming out of COVID-19.” —Inside Higher Ed “The desire to educate students well using online tools and platforms is more pressing than ever. But as Justin Reich illustrates...many recent technologies that were expected to radically change schooling have instead been used in ways that perpetuate existing systems and their attendant inequalities.”

—Science

**Schools and Technology** Routledge  
New Technology and Education explores the benefits and dangers of the

increasing use of technology in education, drawing on different cultural perspectives from across the globe to consider a variety of viewpoints. The reader is encouraged to engage with each facet of the debate considering the philosophical, psychological and sociological implications of the relationship between technology and education. Recent debates and developments are considered, including:

- What is the relationship between creativity, education and new technology?
- Are subject boundaries blurred by the use of new technologies?
- How do we plan for technologies becoming redundant?

Reflective exercises, interviews, chapter summaries and useful websites encourage and support student learning



and the application of new concepts.

**Shaping Future Schools with Digital Technology** Routledge

Provides information on the effect of technology on student academic performance in mathematics, science, and reading.

National Education Technology Plan ISTE (Interntl Soc Tech Educ

New technology trends create a dilemma in the education world as schools try to create policy that minimizes distractions in the classrooms. What are schools doing to keep up with these new trends and could some applications better serve the students if the schools promoted their use? How does policy affect students, teachers, and parents? This study examined what technologies school districts in North Central Ohio

were promoting within their schools and what school policies were being used to guide technology in and outside of the schools. An internet survey on technology and school policy was completed by 132 school personnel. Participants were employees of districts that used North Central Computer Cooperative as an email, technology, and continuing education service provider. Key findings included twenty-two percent of teachers and administrators responding who stated their district will be considering new technology policies in the next year and were considering a change in cell phone policy that would open up cell phone use for educational purposes. Schools were also planning to address social networks in these new policies. Teachers and

administrators stated that 65.9% of them worked for a district where communicating with students on a social network was discouraged and 17.1% stated that doing so could result in possible punitive punishments. Most of the school policies discouraged use of any electronic device during the school day.

### **Information Technology and Managing Quality Education**

Bloomsbury Publishing

The information technologies explosion in our global society is creating tremendous challenges and opportunities for educators as they help shape the next generation of information pioneers. How will information technology (IT) education evolve in the new millennium? The It sector is

expected to continue to face a severe shortage of workers. As more and more organizations accept IT training as a strategic investment and not a cost center, the adoption of e-learning will accelerate. Information Technology Education in the New Millennium addresses crucial issues dealing with the most recent innovations and issues found within the field.

School's Out Teachers College Press Praise for Liberating Learning "Moe and Chubb have delivered a truly stunning book, rich with the prospect of how technology is already revolutionizing learning in communities from Midland, Pennsylvania to Gurgaon, India. At the same time, this is a sobering telling of the realpolitik of education, a battle in which the status quo is well defended.

But most of all, this book is a call to action, a call to unleash the power of technological innovation to create an education system worthy of our aspirations and our children's dreams." Ted Mitchell, CEO of the New Schools Venture Fund "As long as we continue to educate students without regard for the way the real world works, we will continue to limit their choices. In *Liberating Learning*, Terry Moe and John Chubb push us to ask the questions we should be asking, to have the hard conversations about how far technology can go to advance student achievement in this country." Michelle Rhee, Chancellor of Education for the Washington, D.C. schools "A brilliant analysis of how technology is destined to transform America's schools for the

better: not simply by generating new ways of learning, but also and surprisingly by unleashing forces that weaken its political opponents and open up the political process to educational change. A provocative, entirely novel vision of the future of American education." Rick Hanushek, the Paul and Jean Hanna Senior Fellow at the Hoover Institution, Stanford University "Terry Moe and John Chubb, two long-time, astute observers of educational reform, see technology as the way to reverse decades of failed efforts. Technology will facilitate significantly more individualized student learning and perhaps most importantly, technology will make it harder and harder for the entrenched adult interests to block the reforms that are right for our kids. This is

a provocative, informative and, ultimately, optimistic read, something we badly need in public education." Joel Klein, Chancellor of the New York City schools

**Information Technology Education in the New Millennium** Routledge

A handful of progressive teachers and administrators are integrating technology in new and creative ways at their colleges and universities, raising the bar for all schools. In his latest book, editor Les Lloyd (Teaching with Technology) has sought out the most innovative and practical examples in a range of key application areas, bringing together more than 30 technology leaders to share their success stories. The book's 18 chapters include firsthand accounts of school technology projects

that have transformed classrooms, services, and administrative operations. The four major sections are "Best Practices in Teaching and Course Delivery," "Best Practices in Administrative Operations," "Technical or Integrative Best Practices," and "Future Best Practices." Best Technology Practices in Higher Education is an invaluable resource for technology and information staff, and for provosts and presidents who need to gauge how their schools stack up and to challenge staff to embrace the best that new technology has to offer.

New Technology in Education as Viewed Through the Utopic and Dystopic Worlds of Science Fiction Pearson

Nearly a century ago, famed educator John Dewey said that "if we teach

today's students as we taught yesterday's, we rob them of tomorrow." That wisdom resonates more strongly than ever today, and that maxim underlies this insightful look at the present and future of education in the digital age. As Darrell West makes clear, today's educational institutions must reinvent themselves to engage students successfully and provide them with the skills needed to compete in an increasingly global, technological, and online world. Otherwise the American education system will continue to fall woefully short in its mission to prepare the population to survive and thrive in a rapidly changing world. West examines new models of education made possible by enhanced information technology, new approaches that will make public

education in the post-industrial age more relevant, efficient, and ultimately more productive. Innovative pilot programs are popping up all over the nation, experimenting with different forms of organization and delivery systems. Digital Schools surveys this promising new landscape, examining in particular personalized learning; realtime student assessment; ways to enhance teacher evaluation; the untapped potential of distance learning; and the ways in which technology can improve the effectiveness of special education and foreign language instruction. West illustrates the potential contributions of blogs, wikis, social media, and video games and augmented reality in K-12 and higher education. Technology by itself will not remake education. But if

today's schools combine increased digitization with needed improvements in organization, operations, and culture, we can overcome current barriers, produce better results, and improve the manner in which schools function. And we can get back to teaching for tomorrow, rather than for yesterday. Technology and the Disruption of Higher Education World Scientific Improving Schools with Blended Learning is specifically designed to address the important issues needed to successfully modernise education within the context of technological change. It does this by first providing a clear roadmap for designing Blended Learning environments able to respond to the technological imperatives challenging schools at present, and then illustrating

this roadmap via specific, original research that details the 'how to' aspects of a successful technology-based design process. School leaders, teachers, teacher education students and researchers will all find highly relevant information about how to manage for disruption in the new and informative approach to Blended Learning (BL) they will discover in this book. This book arose from two different research projects the authors have been pursuing over the last 3-5 years, including school improvement research and Blended Learning research designed to investigate the role of technology in effective teaching and learning. By combining the insights gained from these two different research areas, this book is able to present a novel

understanding of BL that is both insightful and clearly evidence-based. Improving Schools with Blended Learning also provides several original contributions to specific knowledge in the areas of BL and school improvement that most educators will find highly useful, including the use of BL schemas, a clear and extended BL continuum, how to measure and evaluate the success of BL, how to scaffold teacher ICT knowledge and skills, and a specific process for contextualising applied BL in relation to the 'disruption' imperatives of the Knowledge Economy.

*Reshaping Learning* John Wiley & Sons  
This book contains papers in the fields of Interactive, Collaborative, and Blended Learning; Technology-Supported Learning; Education 4.0; Pedagogical

and Psychological Issues. With growing calls for affordable and quality education worldwide, we are currently witnessing a significant transformation in the development of post-secondary education and pedagogical practices. Higher education is undergoing innovative transformations to respond to our urgent needs. The change is hastened by the global pandemic that is currently underway. The 9th International Conference on Interactive, Collaborative, and Blended Learning: Visions and Concepts for Education 4.0 was conducted in an online format at McMaster University, Canada, from 14th to 15th October 2020, to deliberate and share the innovations and strategies. This conference's main objectives were to discuss guidelines and new concepts

for engineering education in higher education institutions, including emerging technologies in learning; to debate new conference format in worldwide pandemic and post-pandemic conditions; and to discuss new technology-based tools and resources that drive the education in non-traditional ways such as Education 4.0. Since its beginning in 2007, this conference is devoted to new learning approaches with a focus on applications and experiences in the fields of interactive, collaborative, and blended learning and related new technologies. Currently, the ICBL conferences are forums to exchange recent trends, research findings, and disseminate practical experiences in collaborative and blended learning, and engineering

pedagogy. The conference bridges the gap between 'pure' scientific research and the everyday work of educators. Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, school teachers, industry-centric educators, continuing education practitioners, etc.

Bloomsbury Publishing

Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to higher earning power for Americans and is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. The National Education Technology Plan 2010 calls for



revolutionary transformation. Specifically, we must embrace innovation and technology which is at the core of virtually every aspect of our daily lives and work. This book explores the National Education Technology Plan

which presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure and productivity.

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