

Aprendizaje Visible

Raül Solbes i Monzó, Elio Pérez Calle, Vicente Sierra Marti

El aprendizaje visible y el estudio de sus procesos HATTIE, JOHN, YATES, GREGORY, 2018-10-09 Los avances en el internet de las cosas (IoT), así como el disfrute del ocio y el entretenimiento en casa, la automatización, el control, la seguridad y hacer que el hogar sea respetuoso con el medio ambiente, ofrecen un nuevo y amplio abanico profesional. Este libro desarrolla y amplía los contenidos del módulo profesional de Sistemas Integrados y Hogar Digital del Ciclo Formativo de grado superior de Sistemas de Telecomunicaciones e Informáticos de la familia de Electricidad y Electrónica. Sistemas integrados y hogar digital, estructurado en 7 unidades y 2 apéndices, es un completo manual sobre el hogar digital: --- Ofrece contenido generalista, al no ceñirse a ningún modelo o marca en concreto. --- Expone los contenidos, lenguajes de programación, conexiones y aparataje de manera que puedan utilizarse cualquiera de los elementos y aparatos existentes en el mercado. --- Resume la normativa de la manera más clara y concisa posible, sin eliminar detalles importantes y utilizando las leyes, los decretos y las normativas más actuales. --- Introduce casos prácticos resueltos y actividades que invitan a utilizar nuevos soportes digitales y controladores programables, así como nuevas técnicas educativas para potenciar la innovación. Esta obra está dirigida tanto al alumnado como a profesionales, y cualquier persona interesada en el hogar digital, el internet de las cosas, las comunicaciones, la domótica o la seguridad y las aplicaciones de ocio. Carlos Enrique Ruiz Buitrón, técnico especialista en Electrónica Industrial e ingeniero técnico en Informática de Sistemas, realiza su labor docente en la Formación Profesional Reglada y en la ocupacional, en las familias profesionales de Telecomunicaciones, Electricidad y Administración desde hace más de una década. Además, cuenta con experiencia profesional en las ramas de telecomunicaciones, informática y formación.

Visible Learning and the Science of How We Learn John Hattie, Gregory C. R. Yates, 2013-10-08 On publication in 2009 John Hattie's Visible Learning presented the biggest ever collection of research into what actually work in schools to improve children's learning. Not what was fashionable, not what political and educational vested interests wanted to champion, but what actually produced the best results in terms of improving learning and educational outcomes. It became an instant bestseller and was described by the TES as revealing education's 'holy grail'. Now in this latest book, John Hattie has joined forces with cognitive psychologist Greg Yates to build on the original data and legacy of the Visible Learning project, showing how it's underlying ideas and the cutting edge of cognitive science can form a powerful and complimentary

framework for shaping learning in the classroom and beyond. *Visible Learning and the Science of How We Learn* explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions. Aimed at teachers and students, it is written in an accessible and engaging style and can be read cover to cover, or used on a chapter-by-chapter basis for essay writing or staff development. The book is structured in three parts – ‘learning within classrooms’, ‘learning foundations’, which explains the cognitive building blocks of knowledge acquisition and ‘know thyself’ which explores, confidence and self-knowledge. It also features extensive interactive appendices containing study guide questions to encourage critical thinking, annotated bibliographic entries with recommendations for further reading, links to relevant websites and YouTube clips. Throughout, the authors draw upon the latest international research into how the learning process works and how to maximise impact on students, covering such topics as: teacher personality; expertise and teacher-student relationships; how knowledge is stored and the impact of cognitive load; thinking fast and thinking slow; the psychology of self-control; the role of conversation at school and at home; invisible gorillas and the IKEA effect; digital native theory; myths and fallacies about how people learn. This fascinating book is aimed at any student, teacher or parent requiring an up-to-date commentary on how research into human learning processes can inform our teaching and what goes on in our schools. It takes a broad sweep through findings stemming mainly from social and cognitive psychology and presents them in a useable format for students and teachers at all levels, from preschool to tertiary training institutes.

Visible Learning John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Visible Learning for Teachers John Hattie, 2012-03-15 In November 2008, John Hattie’s ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for

students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

Visible Learning: Feedback John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning. Yet, there remains a paradox: why is feedback so powerful and why is it so variable? It is this paradox which Visible Learning: Feedback aims to unravel and resolve. Combining research excellence, theory and vast teaching expertise, this book covers the principles and practicalities of feedback, including: the variability of feedback, the importance of surface, deep and transfer contexts, student to teacher feedback, peer to peer feedback, the power of within lesson feedback and manageable post-lesson feedback. With numerous case-studies, examples and engaging anecdotes woven throughout, the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback. Visible Learning: Feedback brings together two internationally known educators and merges Hattie's world-famous research expertise with Clarke's vast experience of classroom practice and application, making this book an essential resource for teachers in any setting, phase or country.

Learning and Collaboration Technologies Panayiotis Zaphiris,

Methodologies, Tools and New Developments for E-Learning Elvis Pontes, Sergio Kofuji, Adilson Guelfi, 2012-02-03 With the resources provided by communication technologies, E-learning has been employed in multiple universities, as well as in wide range of training centers and schools. This book presents a structured collection of chapters, dealing with the subject and stressing the importance of E-learning. It shows the evolution of E-learning, with discussion about tools, methodologies, improvements and new possibilities for long-distance learning. The book is divided into three sections and their respective chapters refer to three macro areas. The first section of the book covers methodologies and tools applied for E-learning, considering collaborative methodologies and specific environments. The second section is about E-learning assessment, highlighting studies about E-learning features and evaluations for different methodologies. The last section deals

with the new developments in E-learning, emphasizing subjects like knowledge building in virtual environments, new proposals for architectures in tutoring systems, and case studies.

Visible Learning for Literacy, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2016-03-22 Every student deserves a great teacher, not by chance, but by design — Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you'd keep it. And that's precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote *Visible Learning for Literacy*. They know teachers will want to apply Hattie's head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are visible for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student's learning, and their effect is tangible. Yes, the aha moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie's research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning. Teachers, it's time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways, say Doug, Nancy, and John. So let's see *Visible Learning for Literacy* for what it is: the book that renews our teaching and reminds us of our influence, just in time.

Enseñar para comprender Paula Alejandra Pogré, María Constanza Valdez, Carmen Barale, 2012-08 El interés compartido por el mejoramiento de nuestras propias prácticas docentes nos llevó a incursionar en la propuesta pedagógico-didáctica desarrollada en el marco del Project Zero de la Universidad de Harvard. La necesidad de poner en común con otros profesionales que, en diferentes momentos de apropiación y desarrollo, están recreando en nuestros contextos y disciplinas el marco conceptual de la Enseñanza para la Comprensión, nos impulsó a convocar al encuentro. Aquí ofrecemos un compilado de trabajos, experiencias y propuestas que docentes del nivel superior, en distintas instituciones y variadas disciplinas, ponen en juego, al tiempo que desafían sus conocimientos para encontrar desempeños innovadores de enseñanza. El camino hacia la comprensión es complejo y extenso pero se encuentra plagado de múltiples satisfacciones. Comunicar nuestros avances y dudas es una forma más de profundizar en ese camino.

Visible Learning into Action John Hattie, Deb Masters, Kate Birch, 2015-10-30 Recently at the Visible Learning Conference, Professor John Hattie stood up in his opening address and said, 'I'm looking at you all and thinking 'What if I got this wrong?' I feel the same way when educators ask to visit and I always end up in the same place - that Keilor Views is a living, breathing example that he didn't. -- Charles Branciforte, Principal of Keilor Views Primary School, Melbourne, Australia Visible Learning into Action takes the next step in the evolving Visible Learning story. It translates one of the biggest and most critically acclaimed education research projects ever undertaken into case studies of actual success stories, implementing John Hattie's ideas in the classrooms of schools all around the world. The evidenced case studies presented in this book describe the Visible Learning journeys of fifteen schools from Australia, USA, Hong Kong, UK, Sweden, New Zealand and Norway and are representative of the VL international community of schools in their quest to ensure all of their students exceed their potential for academic success. Each school's story will inform and inspire, bringing to life the discussions, actions and reflections from leaders, teachers, students and families. This book features extensive, interactive appendices containing study guide questions to encourage critical thinking, annotated endnotes with recommendations for further reading and links to YouTube and relevant websites. Drawing on the latest research into the major principles and strategies of learning, this essential resource is structured into five parts: Know thy impact; Effective feedback; Visible learners; Inspired and passionate teachers; The Visible Learning School. Visible Learning into Action is aimed at any student, teacher or parent requiring an up-to-date commentary on how research into human learning processes can inform our teaching and what goes on in our schools.

Teorías del aprendizaje Dale H. Schunk, 1997

La observación de aula Mariana Morales Lobo, 2023-09-28 ¿De qué mejor manera se puede reflexionar sobre la propia práctica docente que observándola y comentándola con un igual o un experto? Esto permite, además, generar un espacio de reflexión para compartir y produce transferencia de unas aulas a otras. La evaluación docente no ha de ser una evaluación a los docentes, sino con los docentes. La probabilidad de que un docente aplique pedagogías innovadoras se incrementa cuando observa otras aulas, otros centros y participa en redes de colaboración de profesionales. Esta obra supone un acercamiento práctico a la observación de clases, especialmente a la observación entre iguales, y el tipo de decisiones que se toman, desde la mentalidad de crecimiento y con el objetivo de alcanzar retos de mejora educativa para el alumnado.

Generación Y José María Bautista Guadalupe, 2015-06-24 Llegó un día, un mes, un año, un tiempo, en el que las cosas empezaron a funcionar de otra manera, de pronto la realidad pasó a ser incomprensible. La escuela, los padres, la economía, la publicidad, dejaron de entender a un grupo de personas que empezaban a formar, como se forman las nebulosas, una nueva generación, la generación Y. De pronto los adolescentes se comunicaban de otra forma, compraban de otra forma, pensaban de otra forma, sentían de otra forma. Este libro no es fruto de la improvisación, está milimétricamente

estructurado, tanto con el hemisferio izquierdo-lógico como con el hemisferio derecho-holístico. Un libro para conocer lo que ahora mismo se está cocinando.

Aprendizaje visible: Feedback HATTIE, JOHN, CLARKE, SHIRLEY, 2020-10-06 De entre todos los elementos que dan forma al proceso de enseñanza y aprendizaje, el feedback es, muy probablemente, uno de los más cruciales y relevantes. Sin embargo, encierra una paradoja: ¿por qué un elemento tan importante es al mismo tiempo tan variable? Aprendizaje Visible: Feedback desentraña y da respuesta a esa pregunta. Para lograrlo, se vale de las mejores investigaciones, teorías y experiencias docentes, con el fin de tratar los principios y aplicaciones del feedback, entre los que se incluyen: - Su variabilidad. - La importancia de los contextos de aprendizaje superficiales, profundos y de transferencia. - El feedback que dan los alumnos a sus profesores. - El feedback entre iguales. - La importancia del feedback que se da durante la clase, así como de la manera de gestionar el que se proporciona al final de la misma. Valiéndose de los numerosos estudios de casos específicos, de ejemplos, y de los reveladores estudios de caso que van salpicando estas páginas, los autores también logran aclarar qué propicia la creación de una cultura del feedback verdaderamente eficaz, al tiempo que sugieren estrategias de enseñanza y aprendizaje que proporcionan el mejor marco posible para poder dar un feedback de calidad. Aprendizaje Visible: Feedback une en sus páginas a dos educadores de prestigio internacional y combina el genio investigador de Hattie, famoso en todo el mundo, con la vasta experiencia de Clarke en el aula. Ambos hacen de este libro una herramienta esencial para docentes en cualquier contexto, situación o país. John Hattie es profesor emérito de la Universidad de Melbourne (Australia) y presidente del Instituto Australiano de Enseñanza y liderazgo escolar (Australian Institute for Teaching and School Leadership). Es autor de la colección de libros de Aprendizaje Visible (Visible Learning), que ha sido un éxito de ventas global, y también ha coeditado junto con Eric Anderman, la Guía Internacional para el éxito del alumno (International Guide to Student Achievement) publicada en 2013. Shirley Clarke es una experta de prestigio internacional en las aplicaciones prácticas de los fundamentos de la evaluación formativa. A lo largo de su trayectoria, ha trabajado durante diez años en el Instituto de Educación de la Universidad de Londres como profesora a distintos niveles y diseñadora de pruebas, y también ha sido directora de numerosos proyectos de investigación nacionales. Sus exitosos libros han logrado que la evaluación sea un tema relevante y accesible para todos. Ediciones Paraninfo ha publicado también otras obras relativas al estudio Aprendizaje Visible de John Hattie: Aprendizaje Visible para profesores (Hattie, J., 2017) y El aprendizaje visible y el estudio de sus procesos (Hattie, J. y Yeats, G., 2018).

Mathematics for Machine Learning Marc Peter Deisenroth, A. Aldo Faisal, Cheng Soon Ong, 2020-04-23 Distills key concepts from linear algebra, geometry, matrices, calculus, optimization, probability and statistics that are used in machine learning.

The Distance Learning Playbook, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, Corwin, 2020-06-15 Effective

teaching is effective teaching, no matter where it occurs The pandemic teaching of mid-2020 was not really distance learning, but rather crisis teaching. But starting now, teachers have the opportunity to prepare for distance learning with purpose and intent—using what works best to accelerate students’ learning all the while maintaining an indelible focus on equity. Harnessing the insights and experience of renowned educators Douglas Fisher, Nancy Frey, and John Hattie, *The Distance Learning Playbook* applies the wisdom and evidence of **VISIBLE LEARNING®** research to understand what works best with distance learning. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading, this comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment. This powerful guide includes: Learning Intentions and Success Criteria for each module to track your own learning and model evidence-based teacher practices for meaningful learning A diversity of instructional approaches, including direct instruction, peer learning, and independent work that foster student self-regulation and move learning to deep and transfer levels Discussion of equity challenges associated with distance learning, along with examples of how teachers can work to ensure that equity gains that have been realized are not lost. Special guidance for teachers of young children who are learning from a distance Videos of the authors and teachers discussing a wide variety of distance learning topics Space to write and reflect on current practices and plan future instruction *The Distance Learning Playbook* is the essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and impactful. To purchase from an Authorized Corwin Distributor click [here](#). A Spanish translation of the *Distance Learning Playbook*, *Grades K-12, Aprendizaje a Distancia Guia, Guia de Preescolar a Bachillerato*, can be purchased by contacting Irene Yopez from Editorial Trillas at vigaexporta@trillas.mx.

Good Idea, Amelia Jane! Enid Blyton, 2015-08-06 Enid Blyton's *Amelia Jane* is big, bad and the world's naughtiest toy! *Amelia Jane* is full of mischievous ideas. This time, she hides things inside poor old bear's tummy, pours water down everyone's clothes and swaps the toys' wind-up keys so that clockwork robot is jumping like a rabbit. But the other toys are not letting her get away with. One day, when *Amelia Jane* is fast asleep, they paint spots on her to make her think she's got measles. Ten mischievous tales from the world's naughtiest toy! First published separately in the 1950s, this collection contains the classic texts and illustrations by Deborah Allwright, cover by Alex T. Smith (2011): *Amelia Jane's Spots Good Idea, Amelia Jane! Come Now, Amelia Jane! Amelia Jane and the Sailor Doll Oh! Amelia Jane! Tit for Tat, Amelia Jane! Bother You, Amelia Jane! It's Raining, Amelia Jane! Amelia Jane and the Keys Amelia Jane and the Records*

Programaciones didácticas para Infantil y Primaria: una propuesta práctica y fundamentada Raül Solbes i Monzó, Elio Pérez Calle, Vicente Sierra Marti, A la hora de planificar su labor, no es inusual que el maestro se encuentre atrapado entre aquello que prescribe la legislación, habitualmente expresado en forma de modelo teórico, y la situación del mundo real, cuya complejidad se refleja en todo su esplendor en la diversidad presente en un aula de Educación Infantil o Primaria. Si

además tanto la norma como el alumnado están inmersos en grandes cambios, es posible que el sufrido docente no sepa por dónde empezar. Este libro ofrece un posible punto de partida especialmente diseñado para estas etapas. Tomando como referencia la legislación, y cumpliendo así con los requisitos de la Administración, se ofrece una propuesta de programación didáctica que aspira a ser una herramienta viable, versátil y práctica, en las antípodas de aquellos documentos burocráticos que se redactan una vez y luego se guardan en un cajón. Contribuyen a este propósito un planteamiento ágil pero riguroso que responde al esquema de la educación basada en competencias, una estructura que sigue la de la programación didáctica y más de treinta ejemplos de diferentes áreas de las dos etapas. Todo ello, al servicio de una labor que es hoy más imprescindible que nunca y con el convencimiento de que una programación nunca es un documento cerrado, pues siguiendo a Séneca, los hombres aprenden mientras enseñan. En su página web www.re-programa.com, los autores ofrecen toda una serie de recursos adicionales, tales como publicaciones periódicas sobre programaciones didácticas, plantillas, presentaciones, ejemplos, formación, etc. Estos recursos se mantienen actualizados y suponen un complemento ideal a este libro.

Pedagogía de las cosas Ángel García del Dujo, 2022-09-01 El mundo se compone de cosas. Ellas van construyendo nuestra identidad, nos proporcionan estabilidad y coherencia, y en ellas queda escrita nuestra historia. Nos hacen terrenales, temporales, espaciales. Las cosas, los espacios que crean, los tiempos que requieren e imponen, los sentimientos que provocan, los movimientos que incitan y permiten, las acciones que sugieren, los cuerpos y las mentes que modulan... Sin embargo, nosotros solo vemos de ellas su utilidad y su eficacia, su instrumentalidad, su capacidad técnica, no su potencial experiencial, mental. Les negamos el ser y el hacernos lo que fuimos y lo que somos. Mentes corpóreas. Mentes de cosas. Acaso solo cosas. El Seminario Interuniversitario de Teoría de la Educación celebra su XL edición en la Universidad de Salamanca volviendo la mirada a ese otro papel que desempeñan en silencio las cosas en los procesos de educación de los sujetos y al que ya están teniendo, no tan calladamente, las no-cosas en este nuestro mundo onlife. No vemos las cosas como meros instrumentos u objetos que configuran escenarios donde se hacen cosas; tampoco tenemos visión antropomórfica. Las cosas son componentes imprescindibles en la constitución y configuración del mundo que habitamos los humanos, y, por ende, cabe pensar con fundamento que conforman los cuerpos y las mentes del humano. Nos hacemos, construimos y utilizamos mutuamente. Y en ese entrelazamiento radica su potencialidad educativa abierta a nuestra capacidad pedagógica. De nosotros depende verlas, pensarlas, tocarlas y quererlas de una u otra manera, conscientes siempre de que «durarán más allá de nuestro olvido; no sabrán nunca que nos hemos ido». Es nuestro presente y su futuro.

Aprender en la Universidad en un mundo volátil, incierto, cambiante y ambiguo Fernando Hernandez-Hernández, Judit Onsès Segarra, 2024-06-21 APRENDER EN LA UNIVERSIDAD EN UN MUNDO VOLÁTIL... VICA, el acrónimo de Volátil, Incierto, Complejo y Ambiguo es un término surgido de la teoría de la gestión empresarial en la década

de los años 80 muy utilizado en la actualidad en todos los sectores para definir los nuevos estados de la vida social y política. La Universidad, todo su ecosistema y las condiciones de aprendizaje, no es ajena a la velocidad con la que se suceden los cambios en direcciones cambiantes, a la dificultad para predecir el futuro incierto, a la complejidad de las fuerzas que nos afectan, y al significado cada vez más ambiguo de los sucesos que vivimos. Por eso los autores de esta obra se proponen que, docentes, gestores, familias y medios de comunicación, conozcan cómo los estudiantes se relacionan hoy en día con la enseñanza y el aprendizaje en la Universidad y cómo lo hacen desde sus posiciones, experiencias y expectativas. Es hora de que hablemos sobre cómo aprenden los estudiantes universitarios es el título del simposio del que han salido los capítulos de este libro. No como una recopilación de comunicaciones, sino como cruce de experiencias, saberes e investigaciones, que posibilitan la producción de saberes en el enredo entre diferentes temas de estudio, propuestas y experiencias.

Unveiling the Power of Verbal Beauty: An Emotional Sojourn through **Aprendizaje Visible**

In some sort of inundated with screens and the cacophony of instant transmission, the profound power and mental resonance of verbal artistry frequently fade in to obscurity, eclipsed by the regular barrage of sound and distractions. However, nestled within the musical pages of **Aprendizaje Visible**, a interesting perform of fictional splendor that impulses with natural feelings, lies an wonderful trip waiting to be embarked upon. Written by way of a virtuoso wordsmith, this interesting opus books visitors on a psychological odyssey, lightly exposing the latent possible and profound affect embedded within the intricate web of language. Within the heart-wrenching expanse with this evocative evaluation, we will embark upon an introspective exploration of the book is central themes, dissect their fascinating writing style, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

[knight in shining armani](#)

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