# Outcomes from Professional Experience Provision for Students Through Media Development and Special Hybrid Event During Covid-19 Pandemic

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**Abstract**

This research was aimed to provide professional experience to students, to develop and examine the quality of media development and special hybrid event during Covid-19 pandemic, to evaluate the perception, and the satisfaction of the sampling group towards media and special hybrid event during Covid-19 pandemic. The tools in this research consisted of 1) an interview schedule for students regarding professional experience provision, 2) media and special hybrid event during Covid-19 pandemic, 3) evaluation forms for quality of contents and media presentation and activities, 4) a perception evaluation form, and 5) a satisfaction questionnaire for the sampling group regarding media and special hybrid event during Covid-19 pandemic. The data were collected from 30 fourth-year undergraduate students from the Department of Educational Communications and Technology who enrolled in the ETM 361 Presentation Skill II course and participated in the project to raise funds for students with financial hardship in the Faculty of Industrial Education and Technology. They were chosen using purposive sampling method. The statistical methods were percentage, mean score, and standard deviation. The findings were as follows: after the professional experience provision for students,and interview them, such experience helped students gain skills in planning, problem solving, and teamwork. Therefore, the training in this course could really provide quality professional experience to students. With regards to media development and special hybrid event during Covid-19 pandemic, this research followed the ADDIE Model which consists of 5 steps as in Analysis, Design, Development, Implementation and Evaluation. The expert panels then evaluated the quality. It was found that the quality of contents was at a very good level ($\overline{x}$ = 4.77, S.D. = 0.42) and that the quality of media presentation and activities was at a very good level ($\overline{x}$ = 4.76, S.D. = 0.45). The perception and the satisfaction of the sampling group regarding the media development and special hybrid event during Covid-19 pandemic was at the highest level ($\overline{x}$ = 4.79, S.D. = 0.45), ($\overline{x}$ = 4.76, S.D. = 0.45). Therefore, the professional experience provision for students through media development and special hybrid event during Covid-19 pandemic was of good quality.

**Keywords:** professional experience provision, media development and special hybrid event, covid-19 pandemic

## 1. Introduction

Since March 2020, a new disease which is now known as Covid-19 has affected Thailand and there have been numerous occasions of emergency and crisis. According to the statistical data of Covid-19 pandemic globally (27 December 2020), there were 80,715,840 infected cases. Out of these cases, 105,611 were in a critical condition, 56,907,206 had recovered and there were 1,764,563 casualties.

These are countries with the highest number of cases:

1) The United States: 19,433,847 cases.

2) India: 10,188,392 cases.

3) Brazil: 7,465,806 cases.

4) Russia: 3,021,964 cases.

5) France: 2,550,864 cases.

Thailand ranked 142 with 6,141 cases. There were 121 new cases, out of which 94 were local cases, 1 came from other country with no quarantine, 8 came from other countries and stayed in quarantine, 18 were immigrants who worked in Thailand. Moreover, there were many cases who waited for confirmation as follows: 49 cases in Rayong Province, 1 case in Sukhothai Province, and 1 case in Nakorn Nayok Province (Manager Online, 2020). This pandemic affected the whole country in all sectors, especially the educational sector for all levels. Universities also suffered dramatically and the instruction had to change the format. The ETM 361 Presentation Skill II course which was intended for fourth-year undergraduate students in the Department of Educational Communications and Technology, Faculty of Industrial Education and Technology, King Mongkut's University of Technology Thonburi (KMUTT) had to be modified with the aim to provide professional experience to students in their final year before they participate in the co-operative education and internship (Department of Educational Communications and Technology, Faculty of Industrial Education and Technology, 2020). Therefore, the new direction was to focus on media development and special hybrid event.

Special hybrid event is a new form of event for organizers so that the events are not boring. There are both offline and online formats. With this kind of combination, the events which are normally held in a location must be organized in a virtual world as an option for interaction with the audience. This is a new experience for the audience because they can see the event in a new way. Special hybrid events also help the audience save time and they help the organizers save the cost in terms of location, transportation, and equipment because most activities can be done online. However, the challenge is that some events still require an interaction among people. Digital platforms cannot fully engage the audience 100 per cent. Because humans are social beings, they need interaction with others. Still, special hybrid events provide a new kind of experience with health safety. Therefore, the audience can feel safe and secure. With this new technology, the communication with the audience becomes wider and it is important to keep the audience (Hybrid Event, 2020). The instructors believe that special hybrid event can provide professional experience to students through media development and the activities themselves.

Furthermore, to commemorate the 60th anniversary of King Mongkut's University of Technology Thonburi (KMUTT) in 2020, the university supported fundraising campaigns in online platforms and as such the instructors used such approach to provide professional experience to students in the ETM 361 Presentation Skills II course through media development and special hybrid event in order to raise funds for students with financial hardship in the faculty.

## 2. Literature Review

Professional experience provision is aimed at career awareness and career preparation so that learners can experience the world of work through authentic condition in the workplace or the learning environment. In order to transition the country towards Thailand 4.0, the authorities and the instructors must work with organizations to allow students to gain professional experience through real work (Student Guidance Department, Bureau of Academic Affairs and Educational Standards, Office of the Basic Education Commission, Ministry of Education, 2018), which consists of the following situations:

a) Teaching students to be aware of their career in communications.

b) Preparing students to work in the future by participating in a fundraising campaign to help students with financial hardship for 1 semester, namely, the first semester of the academic year 2020 (August to December 2020).

Media and special hybrid event involve the use of offline and online formats for presentation so that there are more channels for participants or the audience. They provide a new solution to users in the digital age because people have to change their way of life during a long period of pandemic. Online contents and online channels are important for the audience and can reach a wider group in a short time. Media and special hybrid event should have the following characteristics (Eventpass, 2020).

a) diversity in live contents

b) interactive activities

c) multimedia enhancements

Fundraising is an activity of collecting money in order to give a direct donation to an organization, such as a public charity and an educational institute, so that these organizations can use the money for other purposes (Pitpreecha, 2013). In this case, the fundraising aim was to help students with financial hardship in the Faculty of Industrial Education and Technology so that they could continue their education.

## 3. Method

*3.1 Objectives*

a) To provide professional experience to students in the ETM 361 Presentation Skills II course.

b) To develop and examine the quality of media development and special hybrid event during Covid-19 pandemic.

c) To evaluate the perception and the satisfaction of the sampling group regarding the media and special hybrid event during Covid-19 pandemic.

*3.2 Hypotheses*

a) The quality of media development and special hybrid event during Covid-19 pandemic would be at least at a good level.

b) The perception and the satisfaction of the sampling group regarding the media and special hybrid event during Covid-19 pandemic would be at least at a high level.

*3.3 Expected Outcomes*

a) The media and special hybrid event during Covid-19 pandemic could be really used in order to raise funds for students with financial hardship in the Faculty of Industrial Education and Technology.

b) This would become a basis for other projects and mass communication courses involving the professional experience provision for students.

*3.4 Research Scope*

The scope of this research into the professional experience provision for students through media development and special hybrid event during Covid-19 pandemic was as follows:

a) Population and Sampling Group: The population in this research consisted of 90 fourth-year students from the Department of Educational Communications and Technology, Faculty of Industrial Education and Technology, King Mongkut's University of Technology Thonburi in the first semester of the academic year 2020 (August to December 2020).

b) Sampling Group: The sampling group in this study consisted of 30 fourth-year students from the Department of Educational Communications and Technology, Faculty of Industrial Education and Technology, who enrolled in the ETM 361 Presentation Skills II course, and were willing to participate in the research. They were chosen using purposive sampling method out of those who studied in the first semester of the academic year 2020 (August to December 2020).

c) Expert Panels: The expert panels consisted of qualified experts who were willing to participate and evaluate this research. There were 3 panels: 1) There were 3 experts in contents to evaluate the quality of contents; 2) There were 3 experts in media presentation to evaluate the quality of media presentation and activities; and 3) There were 3 experts in measurement and evaluation to evaluate the measurement and the evaluation of the professional experience provision for students through media development and special hybrid event during Covid-19 pandemic.

*3.5 Research Tools*

The tools in this research were evaluated by 3 experts for their IOC value. The tools are as follows:

a) An interview schedule for students regarding professional experience provision in the ETM 361 Presentation Skills II course

b) Media and special hybrid event during Covid-19 pandemic

c) Evaluation forms for quality of contents and media presentation and activities

d) A perception evaluation form for the sampling group regarding the media and special hybrid event during Covid-19 pandemic

e) A satisfaction questionnaire for the sampling group regarding media and special hybrid event during Covid-19 pandemic

*3.6 Data Analysis*

This research used the following statistical methods: percentage, mean score and standard deviation. The values would be interpreted with the following criteria (Krupee, 2009).

4.51 - 5.00        means a very good level/the highest level

3.51 - 4.50        means a good level/a high level

2.51 - 3.50        means a moderate level

1.51 - 2.50        means a low level

1.00 - 1.50        means the lowest level

The ADDIE Model (Kurt, 2018) for this research could be seen as follows: Analysis concepts and theories related, Design contents, Development media and provide professional experience, Implementation through online platforms, and Evaluation perception and satisfaction of sampling group.

## 4. Results

*4.1 Outcomes from Professional Experience Provision for Students in the ETM 361 Presentation Skills II Course*

The ETM 361 Presentation Skills II course was intended for fourth-year undergraduate students from the Department of Educational Communications and Technology, Faculty of Industrial Education and Technology, King Mongkut's University of Technology Thonburi in the first semester of the academic year 2020. The focus was on developing professional skills in communication, preparing them for co-operative education and internship in other organizations in the second semester of the academic year 2020. The details were as follows:

a) Teaching learners to be aware of career in communications. During Covid-19 pandemic in Thailand, people who work in communications business must learn how to use their online tools. For instance, organizers and event managers had to learn to do streaming live and how to use software and hardware as well as how to plan their work from start to finish. This is a new trend and people in these professions need to learn. Therefore, the instructors must simulate this scenario to students. In the first session, the instructors used several case studies of private companies in event organization so that learners became aware of their profession and eager to learn new things by using a service-learning approach consisting of 4 steps as in (Thamwipat, 2019).

Step 1: Creating democratic environment in classroom.

Step 2: Stimulating learners to be aware of the problems which they want to solve.

Step 3: Giving freedom to learners so that they can express their opinions and responsible for their own design of media and activities.

Step 4: Facilitating both instructors and learners to use Facebook closed group in the course in order to communicate quickly and easily.

b) Preparing the students to gain professional experience through the fundraising campaign to help students with financial hardship in the Faculty of Industrial Education and Technology for one semester, i.e. the first semester of the academic year 2020 (August to December 2020).

August: Learners got to know the careers in communications during Covid-19 pandemic through lecture, discussion and case studies as part of their participation in the fundraising campaign. They learned how to use tools, software and hardware in order to plan their fundraising project. They chose the chairperson and people responsible for each activity. Then, they made a proposal to the Faculty and the Department to get funding.

September: Learners made souvenirs such as facemasks with university logo for sale in order to raise funds with the aim to develop media and interactive activities on Facebook Fanpage of KMUTT Faculty of Industrial Education and Technology Student Council.

October: Learners learned to develop media and special hybrid event. They had to modify, adjust, change and find new channels to raise funds by learning from celebrities as well as alumni of the faculty so that they could attract the attention of a large audience; hence, the higher amount of funds.

November: Learners promoted the media and special hybrid event on Facebook Fanpage of KMUTT Faculty of Industrial Education and Technology Student Council which would be held on 18 November. The activities would be both online and offline in a studio which is a place for students to gain professional experience in communications. The program would be broadcast live for one hour and it would be presented in a variety of formats.

December: The project outcomes would be examined and then reports would be written by all groups in order to evaluate themselves and their peers. The instructors would evaluate their performance through tests and interviews. The students raised 95,000 Baht and this money would go to Faculty of Industrial Education and Technology to help students with financial hardship.

According to the interviews, learners learned how to plan their work, how to solve immediate problems and how to work as a team from this course. Learners wanted to have this kind of approach through activities in every academic year because these activities helped other students with financial hardship in the Faculty of Industrial Education and Technology. Moreover, the project helped them to collaborate and work together so that the project could run smoothly and reach the target. Learners felt proud of themselves because they helped their friends and other students in the faculty. Therefore, the students really gained quality professional experience.

*4.2 Findings from the Quality Evaluation of Media Development and Special Hybrid Event During Covid-19 Pandemic*

4.2.1 Findings from Media Development and Special Hybrid Event

Diversity in live contents on Facebook Fanpage of KMUTT Faculty of Industrial Education and Technology Student Council on 18 November could be seen through three video clips. One clip was to introduce the university. Two clips were to encourage people to donate. There was also a seminar, a video clip of students singing songs to give hope and regular notifications of money rose as well as comments by the audience.



Figure 1. Diversity in live contents on Facebook Fanpage

Interactive activities were organized with celebrities as well as alumni of the Faculty of Industrial Education and Technology. They gave away 6 items of personal belonging for auction on Facebook Fanpage of KMUTT Faculty of Industrial Education and Technology Student Council. They attracted a lot of attention from the audience and a lot of people participated in the auction.



Figure 2. Interactive activities, i.e., moments with celebrities and alumni

Multimedia enhancements were done by giving two viral clips to raise funds. The first clip was Teaser Ad which raised the question: What could we do with 100 Baht? The second clip gave the answer that it could be used to help students with financial hardship. They could buy facemasks or donate their money online.

Figure 3. Multimedia enhancements through QR code and viral clips

4.2.2 Findings from the Quality Evaluation of Media Development and Special Hybrid Event During Covid-19 Pandemic

Table 1. The quality of contents

| No. | Item of Evaluation | Mean Score | S.D. | Quality Level |
|---|---|---|---|---|
| 1 | The appropriateness of the contents for the audience | 4.81 | 0.40 | Very good |
| 2 | The coherence between the contents and the objectives | 4.71 | 0.46 | Very good |
| 3 | The accuracy and suitability of the contents for professional experience provision | 4.77 | 0.43 | Very good |
| 4 | The clarity in the explanation of the contents | 4.81 | 0.40 | Very good |
| 5 | The orderly presentation of the contents regarding the professional experience provision | 4.77 | 0.43 | Very good |
| | Total Mean Score | 4.77 | 0.42 | Very good |

According to Table 1, the quality of contents in media and special hybrid event during Covid-19 pandemic was 4.77 on average with S.D. of 0.42 ($\bar{x}$ = 4.77, S.D. = 0.42). When it was compared to the criteria, it was found that the quality of contents was at a very good level, confirming the research hypothesis. When each item was considered, it was found that the items with the highest mean score were "The contents were appropriate for the audience" and "The contents were clearly explained" ($\bar{x}$ = 4.81, S.D. = 0.40).

Table 2. The quality of media presentation and activities

| No. | Item of Evaluation | Mean Score | S.D. | Quality Level |
|---|---|---|---|---|
| 1 | The appropriateness of the contents for the audience | 4.81 | 0.40 | Very good |
| 2 | The coherence between the contents and the objectives | 4.71 | 0.46 | Very good |
| 3 | The accuracy and suitability of the contents for professional experience provision | 4.77 | 0.43 | Very good |
| 4 | The clarity in the explanation of the contents | 4.81 | 0.40 | Very good |
| 5 | The orderly presentation of the contents regarding the professional experience provision | 4.77 | 0.43 | Very good |
| | Total Mean Score | 4.77 | 0.42 | Very good |

According to Table, the quality of media presentation and activities during Covid-19 pandemic was 4.76 on average with S.D. of 0.45 ($\bar{x}$ = 4.76, S.D. = 0.45). When it was compared to the criteria, it was found that the quality of media presentation and activities was at a very good level. When each item was considered, it was found that the item with the highest mean score was "Technique in live video broadcasting" ($\bar{x}$ = 4.81, S.D. =

0.40).

*4.3 Findings from the Evaluation of Perception of the Sampling Group*

Table 3. The perception of the sampling group

| No. | Item of Evaluation | Mean Score | S.D. | Perception level |
|-----|--------------------|-----------|------|------------------|
| 1 | The awareness of existing channels for donation to support students with financial hardship | 4.82 | 0.46 | The highest |
| 2 | The significance of the fundraising campaign to support students with financial hardship | 4.79 | 0.41 | The highest |
| 3 | The background of the fundraising campaign to support students with financial hardship | 4.76 | 0.50 | The highest |
| | Total Mean Score | 4.79 | 0.45 | The highest |

According to Table 3, the perception of the sampling group regarding media and special hybrid event during Covid-19 pandemic was 4.79 on average with S.D. of 0.45 (x̄ = 4.79, S.D. = 0.45). When it was compared to the criteria, it was found that the perception of the sampling group regarding the media development and special hybrid event during Covid-19 pandemic was at the highest level, confirming the research hypothesis. When each item was considered, it was found that the item with the highest mean score was "The awareness of existing channels for donation to support students with financial hardship" (x̄ = 4.82, S.D. = 0.46).

*4.4 Findings from the Questionnaire on the Satisfaction of the Sampling Group*

Table 4. The satisfaction of the sampling group

| No | Item of Evaluation | Mean Score | S.D. | Satisfaction level |
|----|--------------------|-----------|------|--------------------|
| 1 | The coherence between the contents and the objectives | 4.79 | 0.41 | The highest |
| 2 | The accuracy of the contents regarding the project | 4.76 | 0.50 | The highest |
| 3 | The orderly presentation of the project | 4.71 | 0.46 | The highest |
| 4 | The clarity in the explanation of the contents | 4.79 | 0.41 | The highest |
| 5 | The appropriateness of the contents for the audience | 4.74 | 0.45 | The highest |
| 6 | The suitable sequence of the presentation | 4.76 | 0.50 | The highest |
| 7 | The clarity in the presentation | 4.74 | 0.45 | The highest |
| 8 | The watchability in the presentation | 4.71 | 0.52 | The highest |
| 9 | The coherence between the presentation and the contents | 4.76 | 0.43 | The highest |
| 10 | The technique in the presentation of media and activities | 4.85 | 0.44 | The highest |
| | Total Mean Score | 4.76 | 0.45 | The highest |

According to Table 4, the satisfaction of the sampling group regarding media and special hybrid event during Covid-19 pandemic was 4.76 on average with S.D. of 0.45 (x̄ = 4.76, S.D. = 0.45). When it was compared to the criteria, it was found that the satisfaction of the sampling group regarding media and special hybrid event during Covid-19 pandemic was at the highest level, confirming the research hypothesis. When each item was considered, it was found that the item with the highest mean score was "The technique in the presentation of media and activities" (x̄ = 4.85, S.D. = 0.45).

**5. Discussions**

This research into the professional experience provision for students through media development and special hybrid event during Covid-19 pandemic could be discussed as follows.

According to the interviews with students in the ETM 361 Presentation Skills II course, students learned how to plan for their work, how to solve immediate problems and how to work in teams. Therefore, they really gained quality professional experience from this course and this complies with the theory by David A. Kolb who developed and proposed Experiential Learning Theory (ELT) in that (Visaggi & Young, 2020): "Experiential Learning is the process whereby knowledge is created through the transformation of experience." The main focus is the reflection on the experience or how to create new knowledge out of previous knowledge and how to apply that knowledge in other contexts by themselves. A lot of people have experience but they rarely use that experience

to create new knowledge probably because they forget or they do not know how to use that experience at a higher level. They might lack the skills in reflection. Therefore, Kolb believes that there are many learning styles and, in his theory, there are four stages in the Experiential Learning Cycle or ELT Cycle consisting of (McLeod, 2017): Concrete Experience, Reflective Observation of the New Experience, Abstract Conceptualization, and Active Experimentation

When learners gain new experience in the future, they will enter stage 1 again and repeat that process until they reach stage 4 so that they have achieved active experimentation. This is an active learning process in which learners gain the most from their experience. It is similar to the research by Princhankol (2003) who conducted research into the development of experiential instruction model to enhance work skills for liberal arts students in Rajabhat Phranakornsri Ayutthaya Institute in that this kind of learning can provide students with professional experience and enhance their work skills. There are 4 stages of experiential instruction model as in a) creating experience from activities, b) discussing experience, c) summarizing work experience, and d) applying theories to practice.

Regarding the outcomes from professional experience provision for students through media development and special hybrid event during Covid-19 pandemic, it followed the ADDIE Model which consisted of Analysis, Design, Development, Implementation, and Evaluation (Kurt, 2018). Then, it was evaluated by the expert panels. It was found that the quality of contents was at a very good level ($\bar{x}$= 4.77, S.D. $\bar{x}$ = 0.42) and that the quality of media presentation and activities was at a very good level ($\bar{x}$ = 4.76, S.D. = 0.45). It is similar to the research by Sohsawaeng, Thamwipat, and Princhankol (2020) who conducted research into the development of interactive book with music and activities to promote community-based learning for undergraduate students. The findings from such research showed that the sampling group had the highest level of needs to the interactive book ($\bar{x}$= 4.55, S.D. = 0.57). The quality of the interactive book evaluated by the six experts showed that the quality of the contents was at a very good level ($\bar{x}$= 4.74, S.D. = 0.32) and the quality of the media presentation was at a good level ($\bar{x}$ = 4.50, S.D. = 0.51).

The perception of the sampling group regarding the media development and special hybrid event during Covid-19 pandemic was at the highest level ($\bar{x}$ = 4.79, S.D. = 0.45). It is similar to the concept expressed by Sitasang et al. (2014) in that the perception must consist of different components as in stimulus, sense, experience and interpretation. By asking the sampling group to watch the media and participate in the special hybrid event during Covid-19 pandemic, participants gained a lot of stimulus through the use of different senses. There were three video clips. One clip was to introduce the university. Two clips were to encourage people to donate. There was also a seminar, a video clip of students singing songs to give hope and regular notifications of money rose as well as comments by the audience. The whole event lasted one hour. It seems that the participants perceived the event quite well.

The satisfaction of the sampling group was at the highest level ($\bar{x}$ = 4.76, S.D. = 0.45). According to Kemp and Smellie (Kemp, 2020), media is important for learning because media can transmit the message to learners. If the media is appropriate, it will enhance learning. Media allows people to interact in accordance with their capabilities. This research is similar to the one by Longpradit (2017) who developed of learning resource of "The promotion of agro-tourism enterprise" in Moo 3 Bangmod Community through the community-based learning of the third-year students from the Department of Educational Communications and Technology, King Mongkut's University Technology Thonburi with the aim to examine the demands of people in the community so that people could promote agro-tourism in their own community. The community people in such research had the highest level of satisfaction towards the learning resource and the students had the highest level of satisfaction towards the community-based learning approach ($\bar{x}$ = 4.57, S.D. = 0.62). This is also similar to the research by Peekeaw, Princhankol, and Thamwipat (2020) who developed electronic book with QR code technology and interactive exhibition entitled "Media Literacy" for undergraduate students. The findings from such research showed that the sampling group had the highest level of satisfaction towards the electronic book ($\bar{x}$ = 4.68, S.D. = 0.49). Therefore, the developed electronic book could be distributed for further use. It confirmed the research hypothesis.

## 6. Conclusion

During Covid-19 pandemic in Thailand, people who work in communications business must learn how to use their online tools. For instance, organizers and event managers had to learn to do streaming live and how to use software and hardware as well as how to plan their work from start to finish. This is a new trend and people in these professions need to learn. Therefore, the instructors must simulate this scenario to students. This project was found that the contents and media quality of was at $\bar{x}$ = 4.77, S.D. = 0.42, $\bar{x}$ = 4.76, S.D. = 0.45. The perception of the sampling group regarding the media development and special hybrid event during Covid-19 pandemic was at $\bar{x}$ =

4.79, S.D. = 0.45. The satisfaction of the sampling group was at $\overline{x}$ = 4.76, S.D. = 0.45. Therefore, the professional experience provision for students through media development and special hybrid event during Covid-19 pandemic was of good quality.

### 6.1 Research Limitation

After the faculty's project was closed, the researchers can publish it.

## 7. Suggestions

### 7.1 Suggestions from Research Findings

a) Students can apply their professional experience from media development and special hybrid event during Covid-19 pandemic to participants in active learning classroom in accordance with Experiential Learning Cycle (ELT Cycle). This will help learners gain the most benefit from their learning experience.

b) During Covid-19 pandemic, the professional experience provision for students in mass communications must involve the use of online learning tools in order to reduce the limitations of Face-to-Face communication. This will enable students to continue their participation in various activities.

### 7.2 Suggestions for Further Research

a) There should be a study into the trends or the factors which affect the professional experience provision for undergraduate students in technology so that they become well prepared for the future of education and work.

b) There should be a study into people who engage in special hybrid event so that researchers can examine their behavior of perception, their satisfaction and how to develop media and special hybrid event to enhance their participation experience and strategies to communicate effectively with the target group during Covid-19 pandemic.

## Acknowledgements

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