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Highlights

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Discovering Thoughts, Inventing Future

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Cop 26 - The Road to Where?

By Miguel Schloss

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The recent COP meeting (which annually monitors progress), represented for the first time a welcome (albeit timid) dose of realism. Gone were the all-too-frequent rhetorical pronouncements about the dangers to humanity, and the self-congratulatory declarations celebrating the new promises to avert such a disaster. There was moderate recognition that the world was on the way to a dangerous rise of 2.7°C towards global warming, while experts estimate that the outlined plans could produce a somewhat lower trajectory. Consequently, the target in the original agreements of 1.5°C is still in force, but barely, and it has therefore been agreed to review the commitments by the end of 2022 to steer plans to meet the agreed targets.

Keywords: climate change conference of the parties (COP); carbon dioxide emissions (CO2); energy consumption; organization for economic cooperation and development (OECD); emerging economies; energy efficiency, security and coverage; pricing and taxing externalities; renewables; load factors and reserve capacity; transition and adaptation arrangements; economic adjustment.

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COP26THEROADTOWHERE?

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An effort of this dimension requires a change of historical proportions for energy policies and an unprecedent level of investment calling for a profound transformation in production and transportation practices, investments in renewable energy, new technologies, efficiency, as well as carbon capture and storage.

It will have to be recognized that most of the energy demand (and CO2 emissions) will be generated by the associated economic growth in emerging economies (especially in Asia), and that the early stages of economic development tend to be energy intensive. Hydrocarbons (which replace human and animal toil by internal combustion engine). Thus, most of the attention will have to be focused outside the OECD, which will constitute the largest share of energy growth.

This will require better attention in (i) the institutional and economic policy implications, given the less developed organizational and governance capacities in these regions; (ii) a sharper focus on economy, efficiency, effectiveness, and simplicity, in view of the limited human and financial resources in those countries; and (iii) the mobilization of knowledge and inventiveness of the private sector to develop new technologies and more commercial approaches than those existing to date, to respond effectively and with results on the ground.

To "level the playing field" between traditional and renewable energy sources, the cost of emissions will have to be recognized, subsidies to traditional sources discontinued, and the multiplicity of allocated funds that distort and unnecessarily complicate the allocation of resources will have to be avoided.

Whatever the formula to establish carbon prices (from taxes or Carbon Frontier Adjustment Mechanisms proposed by the European Union), until a free and a functioning carbon market can operate, a more forceful and rapid change of the energy matrix can take place, with the necessary slack to have solutions that will take time, without negatively affecting societies that cannot face the changes with the speed and cost that arise in the short term.

Keywords: climate change conference of the parties (COP); carbon dioxide emissions (CO2); energy consumption; organization for economic cooperation and development (OECD); emerging economies; energy efficiency, security and coverage; pricing and taxing externalities; renewables; load factors and reserve capacity; transition and adaptation arrangements; economic adjustment.

I. The Issue

The UN Climate Change Conference of the Parties (better known as COP) has been bringing together the leadership of countries to promote and accelerate action to combat global warming, by meeting the goals of the UN Framework Convention on Climate Change and the associated Paris Agreement.[1] The framework for dealing with the issue has one major flaw — it doesn't work, in terms of achieving agreed targets.

The various COP meetings and their respective goal setting approach could test the validity of at least their major projections, either supporting or tarnishing the underlying "business model" being used. The outcome of 26 COP meetings could be summarized by pointing at the widening gap between words and deeds – particularly when they are defined for the distant future.

The latest report of the Intergovernmental Panel on Climate Change concludes that: i) the global average temperature has increased by 1.1° C, something unprecedented in hundreds of thousands of years; ii) human influence is the dominant cause of global warming and iii) despite the decline of CO2 emissions in 2020, resulting from recent economic downturn (and the nearly stagnant levels for the previous 20+ years), by year-end emissions will remain at the same levels prevailing in pre-pandemic time;[2]iv) unless there are immediate and large-scale emission reductions in the coming decades, they will exceed 1.5°C and 2°C over pre-industrial levels that had been agreed during the 21st century.

A change of this magnitude requires an overhaul of historic proportions for energy policies, and

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investment of $16.5 trillion upwards. Such outlays will require profound transformation in production and transportation practices, and spending on renewables and efficiency, as well as carbon capture and storage through 2030.With almost 30 years since the original UN Convention, there is little tangible evidence of progress in the climate change agenda. [3]

Deciphering the recent COP proceedings, while more than 100 countries pledged to reduce methane emissions, and another 100 committed to ending deforestation. A few major countries outlined plans to accelerate their shift to renewables, the bottom line is that numerous G20 countries, where volume counts, are not yet on a trajectory to reach their stated net-zero goals. This can be seen in the depiction below showing the difference between projected emission trajectories with current policies and those to achieve the 1.5 °C goals:

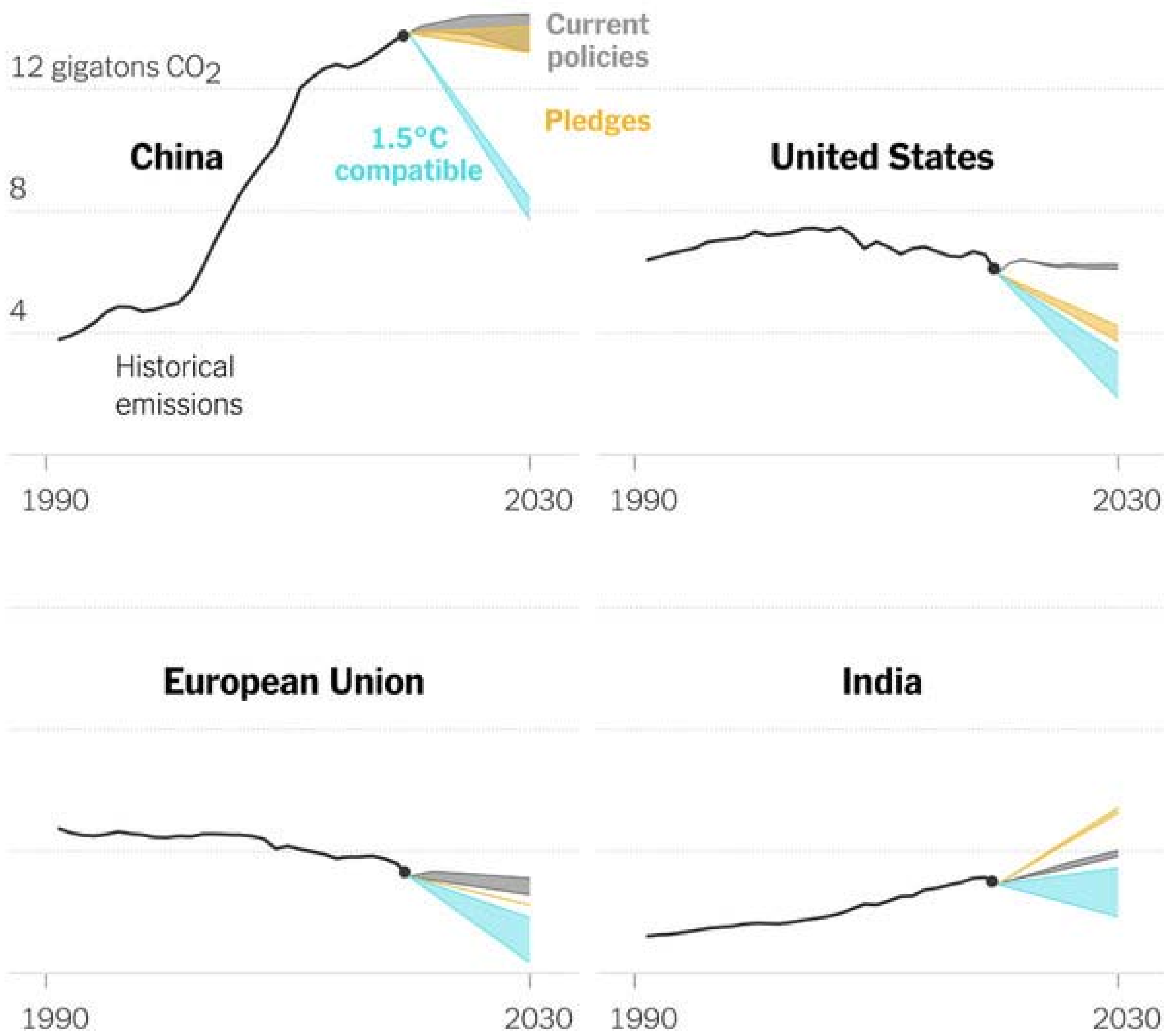

Fig. 1: BlackiMigliozzi and Nadja Popovich/The New York Times

At this rate, it is doubtful that COP26 will achieve sufficient emission reduction commitments to keep the temperature rise below the thresholds of the Paris Agreement. In the absence of the heads of state of China and Russia - two of the largest emitters in the world –have as in previous COPs gatherings have formulated their pledges in cautious terms.

It's time to list the issues of why we are in this situation, and focus to address them. Transformational change will require hard and systematic work; dispassionate review and feedback; constant learning and recasting to absorb the implications of new technologies, and mainstreaming environmental concerns in the policy framework, particularly for energy (the main source of CO2 emissions).

Pushing harder, having good intentions, throwing money or new pledges at the problem for ever more ambitious and distant goals won't do.

Having big summitries and elaborate pageantry, as COP meetings have become, may easily lull observers into thinking that trust is building up, while in fact distrust is being brewed. Participants in such gatherings tend to shape their postures based on the audience in front of them, while worried about the perceptions of stakeholders back home. Meanwhile, hordes of reporters descend on the summit and are on the lookout for those who could give them any quote or off-the-record statement. The COP meetings and the statements thus become goals in themselves, detracting attention from much needed results on the ground.

But this is the 26th yearly COP meeting. What they have consistently shown over the years is how easy it is to establish new and more ambitious goals (preferably distant ones), pledge resources, and (conversely) how difficult it is to move and focus on actions. As long as discussions remain at such stratospheric levels, and feeling-good statements or pious talks on the risks of crumbling environments, not much can be expected.

II. Focusing on Within-Reach Approaches

At the bottom of it all, to meet global climate targets, the world needs to phase out fossil fuels, particularly coal. This will call for meaningful dialogue on a global coal phase out, particularly clear explanations on how to transition in that direction, what appropriate technical and financial assistance will be provided to support the energy security needs of coal-dependent countries like India and South Africa – the two most coal-dependent economies out of the G20 countries with 71 and 86% of their electricity, respectively coming from coal, and what future can be provided to former coal producers

There are other issues (just as urgent and hard) that also need to be addressed. First; as a result of economic as well as population growth, in all likelihood global energy consumption is likely going to increase, and short of a major and unforeseen technological breakthrough, so is global energy-related CO2 emissions through 2050. Second; most of the energy demand (and CO2 emission) and associated economic growth will concentrate on emerging economies, as early stages of economic development tend to be hydrocarbons-intensive (to replace human and animal toil for small combustions engine equipment — pumps, motorbikes, and the like),[4] and as can be seen in the graph below, non-OECD energy consumption will constitute the largest share, in both relative and absolute growth rates:

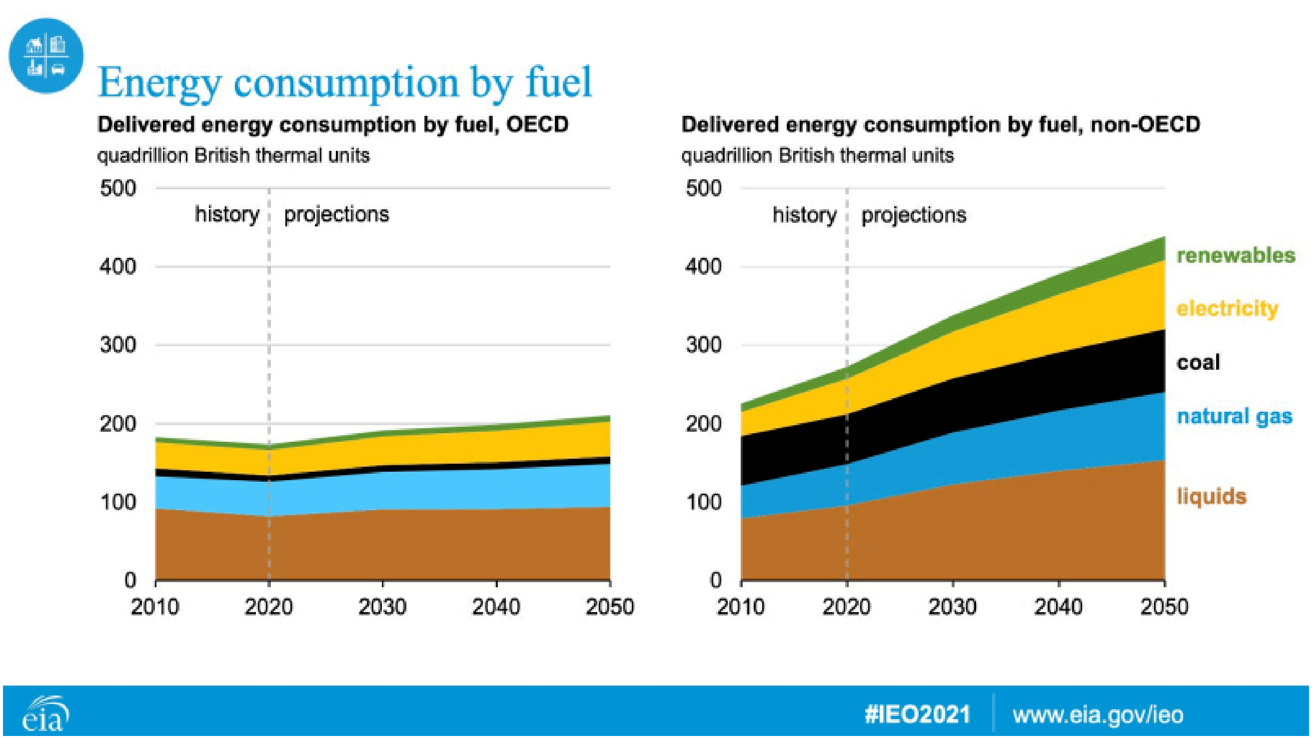

Figure 2

Accordingly, it is in non-OECD countries where attention needs to be focused -- as it is there where human, technical, organizational resources are also the weakest, and where the greatest support will be required to achieve and effective transition.

To cut through the fog that pervades through much of the approaches in COP discussions, four areas merit special attention:

- *First; focus on the demand and timely feedback.* Setting strategy and following effective implementation ultimately boils down to how policy and actions respond to clients (industrial, mining, households) — and the reasons for progress or lack thereof. Inevitably, setting an effective direction entails arduous probing, research and bone-wearing meetings with affected parties.

Seemingly absent though from proceedings are the different demands users, thereby giving an excessively aggregate view of the issues to be faced, and an inability to anticipate emerging issues (such as responses to limited reserve capacity, and weaker energy security) stemming from renewable technologies or unexpected cost overruns of emerging technologies, as being faced in some of early adopter countries. An overly macro, without on-the-ground view misses an essential feature of successful technological and policy response. Ultimately, focus on timely feedback to understand, learn, adapt investment is essential to shape actions for successful decarbonization and associated experimentation. Complacency and disconnect from on-the-ground feedback can be fatal, as can ignoring and misunderstanding of sources of weaknesses as much as successes of approaches being implemented.

- *Second; focus on institutional and policy implications.* The goal setting approach seems to imply a command-and-control approach to planning and execution. This may look quite an appropriate approach — on paper, but in practice requires strong institutional and governance capabilities. In Germany it has produced a disciplined and effective approach to decommissioning power plants with significant carbon emissions and replacing them with newer ones. In others, with weak institutional capabilities, public sector clearance arrangements produced major delays if not downright prohibitively expensive investment stagnation, and were ultimately counterproductive. In the latter case, greater reliance on pricing or taxation arrangements (to reflect costs of externalities) are on the whole more effective to entice lower- emitting investments. This requires a broader review of subsidies to hydrocarbon-based products, as well as the elimination of various earmarked funds and expenses that tend to produce distortions that need to be phased out. COP proceedings would do well to focus on such issues, rather than aiming at target-setting that are difficult if not impossible by many countries to enforce.[5]

- *Third; focus on economy, efficiency and simplicity.* There has been excessive predilection of vaguely defined actions towards lowering emissions, no matter at what costs — for tracking arrangements, approval and clearance arrangements, complex and difficult to manage new investment ideas, etc. Greater cost sensitivity, scale requirements and ease of management are key ingredients for viability and ensuing progress. Similarly, the virtues of simplicity and tractability, on the one hand, and the requirements for comprehensiveness, on the other, all too often escapes attention, with consequent priority being given to over-designed and impractical solutions that all-too-often are difficult to operate effectively. With approaches properly designed to fit the capabilities of the institutions concerned, one can expect to set incentives so that investment and operation actions are paid close and continual attention to meet proper efficiency improvements and concentrate attention on center-of-the-line activities, with attendant attention on effectiveness to achieve lower emissions. [6]

- *Fourth; focus on greater granularity and integration.* By focusing on broad aggregates, COP proceedings miss specificities and, in the process, does not contribute or help countries approach the different issues they face or assist in fostering global synergy needed to learn from different experiences and address emerging concerns, particularly those relating to changing technologies. At the same time, climate concerns need to be mainstreamed in energy sector planning to assure proper balance between energy security, affordability, and societal implications like environmental access to lower income population.[7]

Ultimately, all countries are the same: they are all different from each other. Unless one understands the issues (institutionally, policy-wise, etc.) it is difficult to have an effective strategy that produces the desired effect. It is one thing to deal with countries with institutional capabilities to decommission facilities to replace them by others that reduce global emissions, it is quite another to approach the issue in smaller economies with constrained institutional capabilities that respond better to price and tax incentives. Chile, for instance, is a small country with almost no contribution to global Greenhouse Gas emissions. However, it is highly vulnerable to climate change and instituted a pricing and taxation regime to allow operators to respond on their own to more efficient equipment, thereby allowing focus more effectively on adaptation measures to climate change. It is these distinctions that must be made to optimize diverse actions and achieve proper global impact.

III. Attention to Over-The-Horizon Inputs

The COP approach (like many UN proceedings) is trying to artfully lock horns between two seemingly contradictory aims. It aims at setting ambitious objectives that are plausible, but does so by seeking commitments to achieve results in the distant future that are difficult to track, particularly in the absence of reasonable transitional arrangements and specific actions that can assure its viability. While net-zero pledges are becoming commonplace, plans still have a long way to go to be credible and reliable. Both at the macro and enterprise levels, they lack short-term targets, and fail to have incentive structures such as proper pricing policies that embed sustainability strategies that help internalize negative externalities and make businesses more resilient. In many countries requiring major emissions reductions, the implied decommissioning of important share of their power generation facilities to replace them by carbon neutral facilities, together with the closing of coal, petroleum or gas production is a recipe for conflict, if not inaction.

While the immediate goals, which are the 2030 targets, are still such that one can get away with not talking about coal just yet, it is not unreasonable to expect that this could afford the time to generate pressures by the affected hydrocarbons producers to challenge the decarbonization effort. Until then, renewable energy can grow, but coal will still be needed as countries will transition. As the world moves closer to the net-zero target, that is when coal will have to be discussed seriously, as its use will peak and eventually decline. For that, one hopes to see is a clear pathway (for countries like India, South Africa, or other coal producers) on how to reach this state of carbon neutrality—what will the shift mean for each of the sectors that depend on coal and what sort of policy environment will be created, including the prospects of carbon sequestration, alternative carbon use, etc. While setting an ambitious target, it will be meaningless without a detailed trajectory explaining how to achieve it.

Moreover, phasing out coal demands that renewable sources of energy should be able to compete with it in the energy market is not a foregone conclusion with cost structures being what they are at present. Yet, while the renewable sector is receiving an encouraging push from both the government and private sector, these methods of power generation are still not cheaper than coal (and by a wide margin given how these sources are being priced). It will thus be risky at this stage to announce any coal phase-outs immediately, without a clear policy framework on how to manage the transition, seek alternative productive use of carbon-producing areas, management of transitions through lower emitting hydrocarbons to minimize repurposing investments, and ultimately the practical viability from plans to reality.

More fundamentally, while it would be nice to laser the focus from talk and plans to specific near-term action, and move from words to deeds, today the world lacks the solutions that will be needed to achieve global net-zero carbon emissions at reasonable economic and social cost later this century. Nor are the solutions in hand to adapt equitably and efficiently to the climate-related risks that will occur even if that mitigation goal is met. These problems are among the most urgent facing humankind.

Much can be achieved with existing technologies and policy approaches. However, without game-changing advances in multiple fields of science, technology and policy, efforts to address the climate challenge are unlikely to succeed. This may require a sharper focus on the underlying obstacles – scientific, technological, economic, societal -- that may need to be overcome to accomplish the task through solutions at a scale commensurate with the size of the problem.

The above discussion has been focused deliberately on approaches that can be instituted with existing technologies, including solar and wind-based facilities being developed at present, as well as upscaled run-of-river hydro developments. In contrast with traditional facilities, the latter depend on luminosity and wind regimes, or seasonal hydro flows, which limit the reliability and levels of operation during significant time periods (i.e., in evenings, unfavorable weather conditions, periods of poor wind regimes or dry seasons), thereby representing valid through location-specific solutions, with no effective reserve capacity, and thus low load factors.[8] There is a hefty road ahead for research and development to accommodate emerging technologies to meet the needs of a decarbonized economy. Chief among them, are:

- *Enhancing reserve capacity of new technologies* with batteries or other energy storage facilities that are for the time being rather costly. There is still room for significant further improvements in cost-competitive long-term storage systems (advanced batteries, fuel cells, thermal storage, and clean hydrogen systems requiring coordination among many actors for producing, transporting, and having the equipment to use it.); scalable low-carbon firm electricity generating technologies (including possible advanced nuclear). This will be especially important for energy- intensive activities like mining, which is the mainstay of many developing economies, and a wide range of industries, and high-density population centers that require reliable energy supply 24 hours a day throughout the year.

- *Upscaling of run-of-river generating plants,* which at present range from 8 to 50 MW capacity to plants over 500MW by connecting various water sources affluents, as currently is being constructed in Chile and Australia. The newness of the engineering and design approaches are generating significant cost and time overruns. In time, with greater experience associated with new design and engineering complexities could costs decrease costs over time.
- *Developing carbon-capture to generate storage capacity* to remove CO2 "sinks" and facilitate carbon neutrality through removals in the event that new technologies will not be able to produce carbon-free conditions. For the time being, existing technologies are prohibitively expensive, and require considerable energy if capture is to be done from the air directly.
- *Enhancing performance of solar (and other renewable) equipment* [9] with nanotechnologies or similar improvements aimed at reducing costs of solar cells and the carbon footprints of upstream production, there by bringing photovoltaic applications to competitive levels with traditional generating technologies at grid levels — currently at testing stage.
- *Developing technologies aimed at lowering temperatures* and improving rain conditions by sowing clouds with silver iodide to induce rain; adding iron to the ocean to increase CO2-consuming phytoplankton; or reducing solar radiation with sulfates. These options are at various experimental phases, with particular attention on their unobserved side effects in confined environments or laboratories. There are other geo engineering variants being considered with other compounds to scatter sunlight, thereby reducing global warming.

The list of areas for improvement is by no means limited to the above. Adding all up, though, it may well be that the scale of change needed to achieve the stated goals will not be feasible with the traditional technologies. In the end, a larger scale and disruptive changes will be needed, including attendant changes in their approach, organizational and financial requirements to achieve the stated goals.

This will require, however, a major and well-organized effort in high impact research and development, particularly focused on the advancement and application of frontier knowledge in of cutting-edge technologies, with attendant mobilization of know-how, financial resources and associated risks that only exist in the scale needed in developed countries.

IV. Conclusion: Adding all up, Linking Early-Wins with Longer-Term Concerns

For all the seductive talk about the new economy and technological development, one cannot easily overcome the gravitational pull of traditional technologies (including the much-maligned combustion engine), whose sunk costs make them incredibly competitive when compared with the resources and risks in new production platforms. Resistance to new approaches cannot be belittled, since their increased costs need weighing against the risks of their implications on economic development, which are particularly challenging in lower income countries. [10]

By the same token, the induced obsolescence encouraged in current COP frameworks, which create their own pressures for resistance, could be overcome with new, high-value applications for hydrocarbons that are not associated with greenhouse gas emissions, and offer economic hope for fossil fuel companies and the communities that depend on them.

A change of this magnitude and complexity cannot be achieved through further yearly nudging, or unfocused efforts pointed everywhere and nowhere. It will be essential to have clarity of vision, a capacity to bring to the table relevant actors with skills and firsthand experience with what the market will demand and, above a sharp focus on responsiveness, efficiency and organization, to keep all concerned focused in an effective and results-oriented manner, which ultimately matter to consumers.[11]

Similarly, the approach must be militantly practical with within-reach and over-the-horizon solutions that leverage on the comparative advantages of each technology. This is bound to involve renewables to be the primary source for new or incremental electricity generation, but natural gas, coal, and increasingly batteries to be used to help meet load and support grid reliability, which renewables are not able to provide. In this scenario oil and natural gas production will continue to grow, mainly to support increasing energy consumption in developing Asian economies [12]

As carbon neutrality is ultimately a global atmospheric issue that, strictly speaking, does not talk to locally felt everyday needs, much greater attention and specificity will have to be given to *managing the transition and adaptation arrangements,* to respond to more pressing needs for evolution towards carbon neutral solutions.[13] In the meantime, in the absence of a broad political consensus to curb emissions, the political system will in all likelihood choose fragmented, imperfect, and likely more costly solutions that may well undershoot the target, requiring further interventions down the line.

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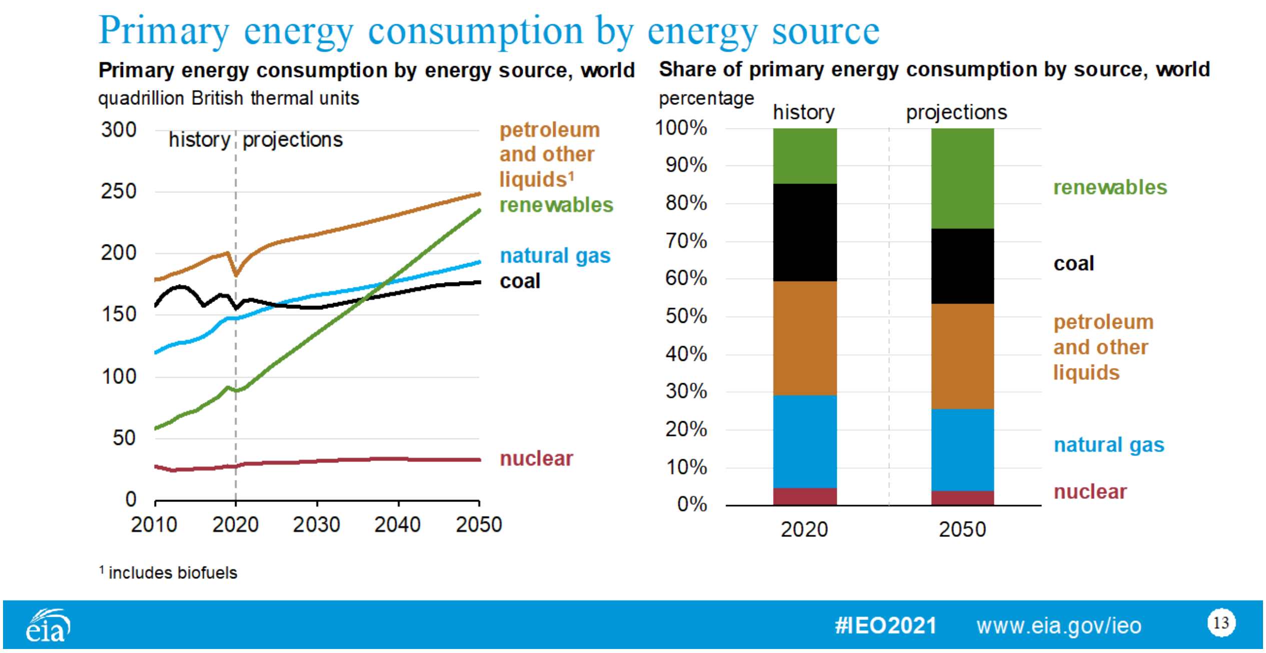

Figure 3

In time, as so often has taken place throughout history, more fundamental solutions will be found, but they will require time and shift of thinking on underlying concerns with important scientific ramifications. This will call for a consequent *increased research and development,* that includes underlying basic issues such as stability of continental ice sheets, the role of the deep ocean in climate change, and specific risks to coastal regions, and to agriculture from a variety of physical, chemical, and biological hazards. By addressing here-and-now issues through known technologies and better understanding the broader geo-physical phenomena, it will be possible to identify the 'tail risks' associated with extreme outcomes. These are essential to estimating the true social cost of climate change, and ultimately the fundamental manner to address them. [14] Seen in this light, COP26 provided an improved point of departure, though with unattended shortcomings that need to be worked on:

- COP26 represented a welcome (though still timid) dose of realism. Gone were the all-too-frequent rhetoric pronouncements about the dangers adumbrating the end of humanity, and the self-congratulatory statements celebrating new pledges to avert such disaster. There was a subdued recognition that the world was on a course for a dangerous 2.7°C increase towards global warming – while experts estimating that the outlined plans could produce a path to between 1.8°C and 2.4°C of warming. Accordingly, the original 1.5°C goal is alive, yet barely, and the Parties have now agreed to revisit their commitments by the end of 2022 to put the plans on track for 1.5°C of warming.
- In recognition that such effort needs the skills, financial resources and wherewithal of the private sector, they were represented by a wide range of institutions. This could ultimately help shift attention towards actions that make business sense that is essential for implementation, and introduce a much-needed dose of realism and viability. Hopefully this could overcome the implied top-down goal-setting approaches that are costly, if not impossible to manage. This should also facilitate resource allocation arrangements through alternative forms carbon pricing, such as taxes, import duties or Carbon Border Adjustment Mechanism (CBAM) as being considered in the European Union (EU), where by importers will be required to buy carbon certificates corresponding to the carbon price that would have been paid, had the goods been produced under the EU's carbon pricing rules.
- Whatever the formula (until a freely traded price and functioning carbon market is in place),a pending issue for subsequent COP meetings will be a more forceful and rapid advance in the use and levels of carbon prices. In the G20 –which is responsible for 80% of current CO2 emissions - the application of carbon prices only reached 48% of all polluting sectors, while the average price barely touched $ 20 per ton emitted. This is still far from the US $ 70 that experts recommend for 2030, in order to prevent temperature from rising beyond 1.5°C.

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- Politically it will not be easy to move faster - as this will inevitably increase the cost of living, and maybe economic development. The stakes, though, are sufficiently high that it will be well worth looking for alternative formulas that may in time insulate such decisions from political exposure. One approach might consist in reaching a global agreement around a carbon floor price, analogous to what was done recently for corporate taxes, involving almost 140 countries, aligning a minimum rate of 15% for corporate taxes at the global level. A similar exercise to set a minimum price for CO2 might feasible, but requiring resource transfers to emerging economies, where the bulk of increased energy consumption and potential CO2 growth is bound to take place, particularly in countries that will need heavy investments to transition out of coal, while ensuring universal energy access to low income and vulnerable groups.

In the end, the transition to zero emissions by mid-century must be viable, fair, efficient and equitable, if it is going to succeed and be sustainable.

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The Importance of the Journey Map in the Design of a Playful Interactive-Interface

By Eric Torres-Velasco, Ana Lilia Laureano-Cruces, Gustavo De La Cruz-Martínez & Lourdes Sánchez-Guerrero

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Abstract- This article presents the importance of using the customer journey map (CJM) as a tool for managing new information technologies. The case study presents the use of the CJM to indicate the experiences that people have when using a playful interactive-interface, where the causal relationship between the brightness and the distance of the stars is visualized. The CJM is the result of a quantitative and qualitative study about user experience (UX) or UX research. Where you can use: 1) observation techniques, 2) interviews, 3) questionnaires, 4) a review of the domain literature about the phenomenon, archetypal descriptions, 5) diagrams of mental models; also known as thought schemes, or cognitive maps, among others. This research focuses the development of the interface in the design of archetypal profiles and mental models to generate the CJM, in the domain of the specific phenomenon.

Keywords: *customer journey map, interactive-interface, new technologies, mental model.*

GJMBR-G Classification: *JEL Code: M29*

The Importance of the Journey Map in the Design of a Playful Interactive-Interface

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Abstract- This article presents the importance of using the customer journey map (CJM) as a tool for managing new information technologies. The case study presents the use of the CJM to indicate the experiences that people have when using a playful interactive-interface, where the causal relationship between the brightness and the distance of the stars is visualized. The CJM is the result of a quantitative and qualitative study about user experience (UX) or UX research. Where you can use: 1) observation techniques, 2) interviews, 3) questionnaires, 4) a review of the domain literature about the phenomenon, archetypal descriptions, 5) diagrams of mental models; also known as thought schemes, or cognitive maps, among others. This research focuses the development of the interface in the design of archetypal profiles and mental models to generate the CJM, in the domain of the specific phenomenon.

Keywords: customer journey map, interactive-interface, new technologies, mental model.

I. Introduction

According to the domain, the potential of the interface must be maximally exploited, using the most appropriate means (video, audio, etc.) to achieve the best understanding of the activities for which it was designed.

The interface is where the inputs and outputs of the system occur. Its basic responsibility is the communication between the system and the user, although as it is the means of exit from the system, it also has a responsibility according to its actions based on the application domain; in this case playful.

In a natural way, in the interaction of the user with the interface, patterns of thought are developed about the activity and knowledge of the human being, called user models. These patterns are schemas that relate: 1) sets of information and associations between objects, and 2) actions and thoughts. This implies that they are initialized as cognitive processes in the human mind; through stimuli from the environment.

A single *mental model* contains vast information. There are many of them in people's memories of different concepts; an example would be, - on four-legged dogs, fur, sharp teeth, tail, and a number of noticeable qualities. When the stimulus from the environment coincides with the previous *mental model*, the thought pattern is activated in the mind (Laureano-Cruces 2000; Laureano-Cruces and Rodríguez-García 2012; Soegaard 2002).

In the case of study, the visual elements of the interface play an essential function from its semantics for the understanding of meaning. The case study is related to the concept that implies the difference between the magnitudes of brightness (apparent *vs* real) of the stars in relation to their distance. For more information on the subject, consult (Torres-Velasco, Laureano-Cruces and Santillán-González 2021). The visual elements are designed from the construction of mental models taking into consideration the user's emotions.

This article is organized as follows: in section *two*, the tools used in the development of the playful *interactive-interface* are explained; in conjunction with emotions as an essential element for the construction of the *customer journey map*; in section *three,* the case study applied to a playful *interactive-interface* is presented; in section *four*, final reflections on the importance of the *customer journey map* for the management of *new information technologies* are discussed.

II. Development and Tools

This project consists of a theoretical-empirical investigation for the design and implementation of a playful *interactive-interface* that allows visualizing the causal relationships of the different parts of the *distance modulus.*

That is, it interacts in a didactic way with a set of instructions to relate the apparent brightness, the real brightness and the distance of a star or celestial object. Facilitating the understanding of this complex cognitive structure from the domain of astronomy. The four phases of the general design methodology (analysis, synthesis, testing and implementation) are described.

a) Phases of the general design methodology

The methodology suggests associating the process of creating ideas to solving problems or determining hypotheses from the higher plane of the

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mind. Therefore, each idea goes through a similar process from its particular point of interest. Each phase is described below:

i. *Analysis:* the design problem of the application of a specific scenario is examined together with the community (users, clients, protocol group, committee and members of the jury). The case study specializes in the field of information design and visualization. Likewise, the requirements and complexities necessary for the visual modeling of the theory from the perspective of causal reasoning are identified. In order to organize a diagnosis with the fundamental aspects of the design system and visual language. That is, the graphic description of an event related to the change of value in a physical process is proposed.

ii. *Synthesis:* the attributes and mappable properties of the phenomenon are conceptualized in visual devices, so that the user can reconstruct a possible route of inference for the solution of the problem or the given task. Once the class modeling is ready, it will proceed to the testing phase. If this is not accomplished satisfactorily, then it is possible to iterate into the analysis phase, again, to refine the diagnosis and improve on the prototype.

iii. *Testing:* the design is validated with ergonomic and usability test to collect the informative qualities of feedback focused on the end user. Bases on the results report, it will be decided whether to go back and iterate towards the analysis or synthesis phase for its refinement, or if it complies with the guidelines established for the implementation phase.

iv. *Implementation:* the cognitive artilect of visualization is integrated into the conceptual system of representation and configuration of the site (the museum); so that it is constantly monitored and maintained. The above based on possible approaches to scientific knowledge and taking actions in the future.

For the development of an interactive system, the analysis of the user's task is very important, even more when developing a system to support non-formal learning. To understand the user's needs, it is necessary to observe him in his environment and know her opinions; once the user's needs have been identified, the designers use different tools to capture their understanding of the user's activity (design model) from which the system is built. In the case of systems for education, it is also essential to rely on an expert in the domain to handle the subject to be considered.

User activity is the action you take to meet your needs. So how do we do that? How can we do an analysis and design of user activity to meet their needs?

There are different methods and techniques to reduce the gap between the *mental model* of the designer and the user such as: observation techniques, interviews, questionnaires, archetypal descriptions of people, travel maps, review of the domain about the phenomenon, among others. Some of these can be explored in the following link (https://medialabamsterdam.com/toolkit/). In the case study, archetypal descriptions, a review of the domain of the phenomenon and mental models were used. Coming up next, a brief explanation of these is offered.

b) Archetypal descriptions

It is the description of a character, image, symbol or situation that occurs in literature and in life, and that is considered universal in most cultures. In the case study, the archetype of the personality of children between eight and ten years old was developed.

The *personas* technique helps to consolidate archetypal descriptions about user behavior patterns in representational profiles, which humanize the design approach in the form of scenarios and direct communication (Martin and Hanington 2012). This distinction creates useful design goals by pointing out people's behavior.

For the implementation of the *interactive-interface,* the specific operation stage of the cognitive development of the people who are going to use the device is considered. In order to reduce the level of cognitive load avoiding frustration.

In the case of study, the target audience is girls and boys between eight and ten years old. Since at this age they find themselves with the acquisition of logical, technical, motor, graphic, social and emotional thinking to adapt to the space that surrounds them (Levine 2014; Liu 2018).

Thus, these people begin to use logic through mental models of tacit knowledge and concrete ideas of abstract events, at the same time that they become accustomed to symbols or complex representations, extrapolating their meaning to other areas of neural plasticity.

It is worth mentioning that this audience must be familiar with the technology, through a mobile device such as the cell phone of a friend or relative. In other words, they know how to use apps, websites, and tools like the computer, mouse, trackpad, or keyboard.

c) Review of the domain about the phenomenon

Meetings are held with the domain expert, and by iterating little by little the contents that will be presented in the software are identified to adapt their understanding according to the user of the system.

d) A mental model

There are two main types of mental models: the perceptual and the conceptual. As for the perceptual, as their name implies, they depend on the human senses of perception. Two aspects are important to these mental models: 1) the shape of the world, and 2) the way it is perceived. The conceptual ones represent abstract aspects. Both can reflect: a possible situation, an imaginary situation or a true situation.

A *mental model* is a diagrammatic perception of how a system works in reality. This represents the thought processes or internal constructs from the exploration, beliefs, assumptions, behaviors, feelings and motivations of people.

Mental models are important because they represent objects, states of affairs, sequences of events, the way the world is, and the social and psychological actions of daily life (Johnson-Laird 1983, 1989; Kalbach 2016; Norman 2011; Reeve 2007; Simon 1996; Yablonski 2020).

Norman (2011) points out that mental models are important tools for organizing and understanding complex aspects. A conceptual model resides in the mind of the person (Figure 1). Therefore, mental models help transform the complexity of reality into understandable mental concepts (Norman 2011).

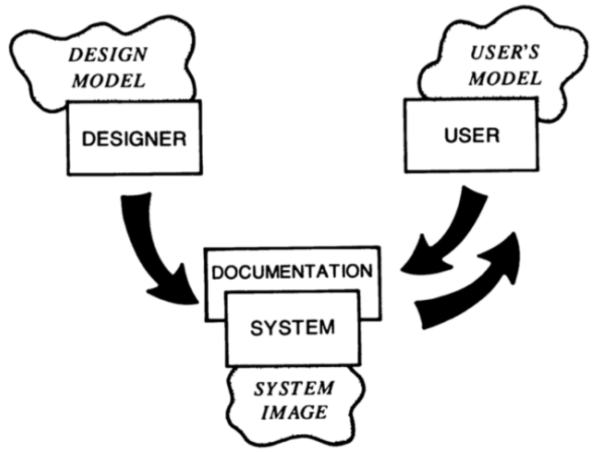

Figure 1: Mental model. Source from Norman (1986)

Therefore, in this case it is the *mental model* of the designer, from which the knowledge about the goals and objectives of design is subtracted to improve the user experience with a product; getting a deeper insight into the pre-existing mental models in people (Serrano, Blázquez 2016).

e) Emotions the cherry on the cake

They are considered to the emotions, because they represent the internal reactions of a user during the interaction and the interpretation of the interface; from a series of morphisms and list of needs to interact with the system (Laureano-Cruces, Sanchez-Guerrero, Velasco-Santos and Mora-Torres 2017; Mora-Torres, Laureano-Cruces and Velasco-Santos 2011; Yablonski 2020; Yáñez-Castillo, Laureano-Cruces and Garmendia-Ramírez 2017).

These reactions are associated with the peaks of emotional state to achieve satisfaction and meet the goal of the *interactive-interface*, as presented by the affective-motivational architecture proposed in Mora-Torres, Laureano-Cruces, Gamboa-Rodríguez, Ramírez-Rodríguez, and Sánchez-Guerrero (2014).

This architecture involves the concepts for the teaching-learning process: the objectives, events, rules, emotions and actions of the user when interacting with the interface represented in this case by a pedagogical agent (Laureano-Cruces 2004). These are linked to the motivational facets such as: effort and latency, among others (Figure 2).

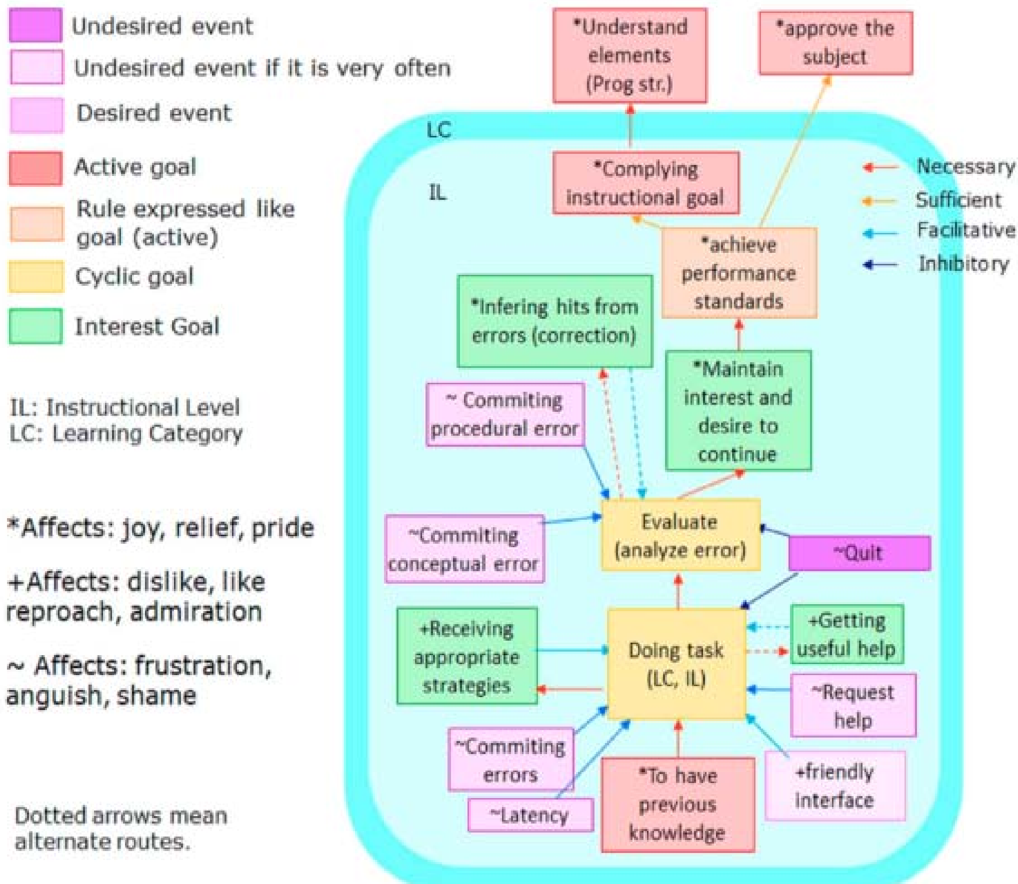

Figure 2: Affective-motivational structure. Taken from Mora-Torres et al. (2014)

Satisfactory affect (*) addresses the level of reflective design mentioned by Norman (2005), because it deals with long-term associations, of the sensations that are produced when owning and using the interface. Therefore, at this level it is important to emphasize the relationship (interaction) between the interface and the personality of the users (Norman 2005; Yáñez-Castillo 2016; Yáñez-Castillo et al. 2017).

Thus, emotions assign meaning by supporting the decision-making process by assigning a valuation to the event; influencing the way we think. "Positive emotions are as important as negative ones: positive ones are essential for learning, curiosity and creative thinking ..." (Norman 2005, 35). Furthermore, positive affect (+) "awakens curiosity, attracts creativity and makes the brain an effective learning organism" (Norman 2005, 42).

From the affective-motivational architecture (Mora-Torres et al. 2014), external reactions are extended to the field of semantic design with symbols that map the relationships associated with the properties of the phenomenon in question. Emphasizing that the interaction with the interface's scientific information display system makes it possible to influence the meaning of its ontological knowledge.

f) Customer Journey Map

A user journey map or *customer journey map* (CJM) is a functional tool that schematically visualizes the experiences of people when interacting with a product or service, allows evaluating each moment and to improve it individually. It is ideal for narrating peaks in emotional state while completing a specific task or goal (Martin et al 2012).

Gibbons (2018) points out that the CJM promotes a holistic view of the user experience by presenting moments of indecision, frustration and delight.

Additionally, it reveals opportunities to address pain points, alleviates fragmentation, and ultimately creates a better experience for users. This visualization tool must be honest with experience and be guided by the determination of a previous project objective (Gibbons 2018; Kalbach 2016; Yablonski 2020).

By structuring these actions, a narrative is created. Thus, these moments *(touchpoints)* can take different forms depending on the context, whether from a personal contact between individuals face to face, to virtual interactions with a website or objects in a virtual world (Gibbons 2018; Stickdorn and Schneider 2010).

Once touchpoints are identified, they are connected in a visual representation of the overall experience. Hence…

"This overview should be visually engaging enough to make it easily accessible to all, but should also incorporate enough detail to provide real insights into the journeys being displayed. This might mean basing the map around personas, so that the customers doing the journeying become far more than just name on a page. Basing the map around materials customers themselves have produced also helps facilitate empathic engagement, which is crucial for conveying the myriad emotions that most journeys are made up of" (Stickdorn and Schneider 2010, 152).

The customer journey map is also known as an experience map. The terms *user journey map* and *customer journey map* can be interchangeable. In both cases, the steps to be followed by a user until reaching a specific goal are displayed (Gibbons 2018; Komninos 2020; Schroeter 2019).

Commonly, the *journey map* displays the phases of experience along a horizontal axis to show the progression of time. Along the vertical axis, categories or metrics of particular interest to the organization are added (Tharon 2014). As the template in Figure 3 shows.

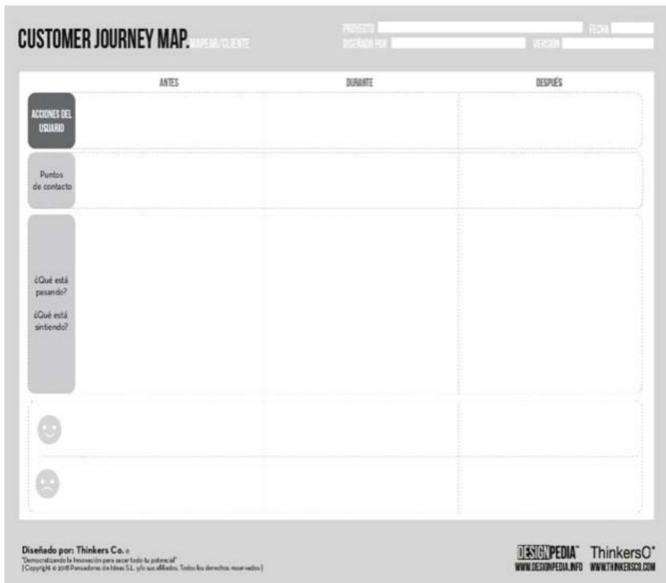

Figure 3: Customer journey map template. Taken from Thinkers Co., n.d.

III. Case Study

The case study involves the simulation of a physical process based on its mathematical equation (with three degrees of freedom) that relates the distance of a star with its absolute and apparent brightness, respectively. This is where the contribution to the field of visualization is found with the opening of a point of intersection between the design of interactive interfaces and the visual simulation of physical processes. The main objective of the *interactive-interface* is to facilitate understanding of the star distance modulus. Solving the causal relationship between brightness and distance by increasing the value in A (subgoal 1) or decreasing the value in B (subgoal 2). For more information, consult Torres-Velasco, Laureano-Cruces and Santillán-González (2021).

Each of these sub-goals is represented by a functional abstraction in the *interactive-interface* programming algorithm. Because it integrates a series of arithmetic operations returning a value to update the display system in real time. They are executed as long as there is an interaction in A or B. Which are represented as components of a visual element in iconographic symbols for the interpretation of meaning.

Each image considers previous research on how people perceive within a certain environment. Through what objects, shapes, colors, textures or sizes and how is it related to their prior knowledge.

In the case of study, if the value of the parameter in brightness or distance is changed in the *interactive-interface*, it would cause an effect of increase or decrease in the behavioral dimensions (*, +, ˜). As shown in Figure 4.

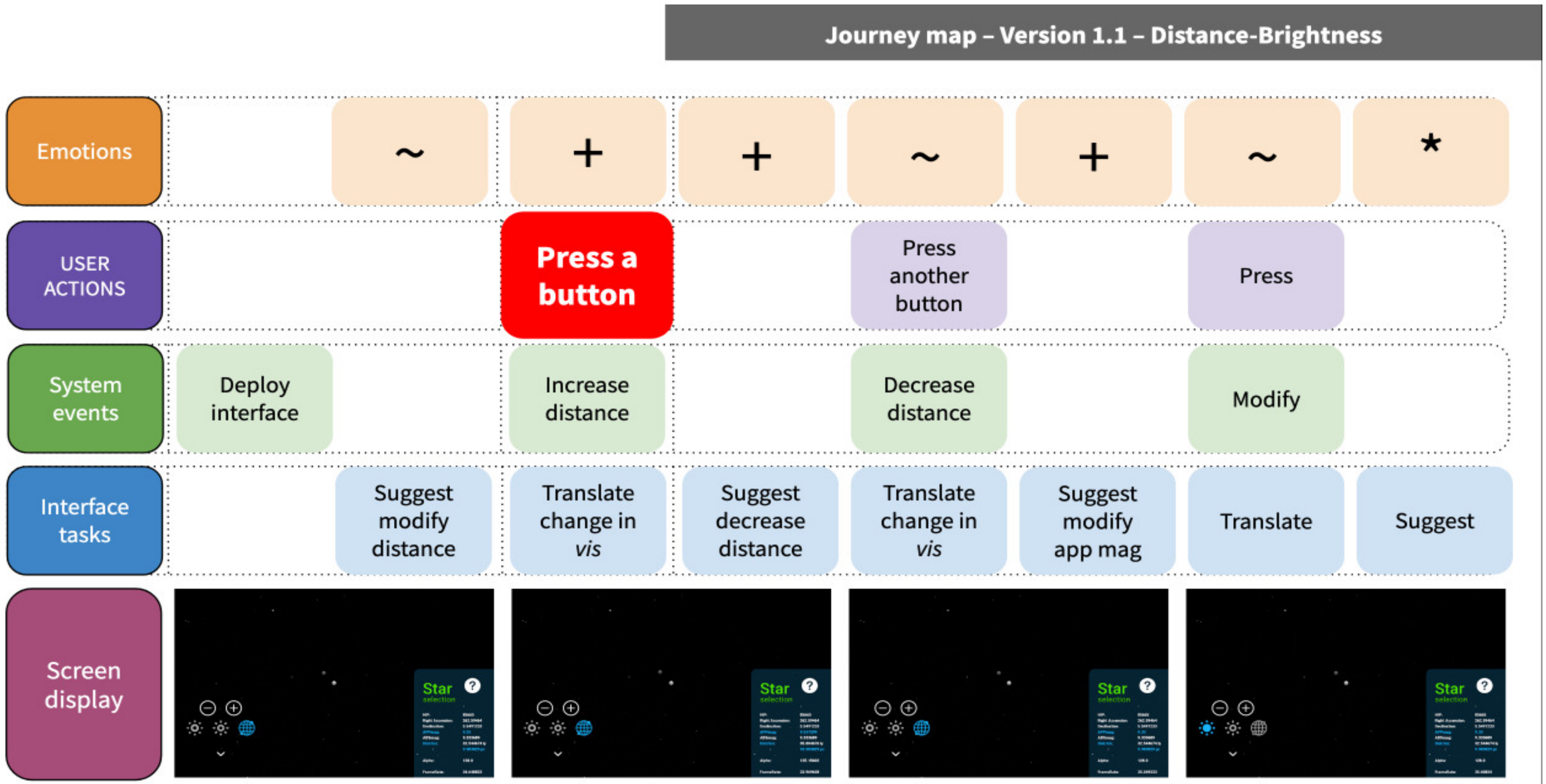

Figure 4: Journey map of the playful *interactive-interface*. Abbreviations: ~, negative affect; +, positive affect; *, satisfying affection. Own elaboration

Figure 4, presents on the vertical axis the actions, events, tasks and emotions that both the user, the system and the interface experience, through the route or activity designed in order to modify the distance with the *interactive-interface* (Norman, Draper 1986). Temporality is represented on the horizontal axis.

In the case study, the system displays the interface to awaken an emotion of curiosity and intrigue in the user, so the interface suggests modifying the value in distance to feed their interest in using it.

The user decides to press a button that immediately increases the value of the property and the interface translates the change in the display. Because of this the user is happy with the results. So, he continues to motivate him by suggesting new tasks until he feels satisfied.

The above is an effective way to travel: from the first stage, where the necessary information is provided to generate empathy; to the second, where the problem of visualization is solved. As shown in Figure 5.

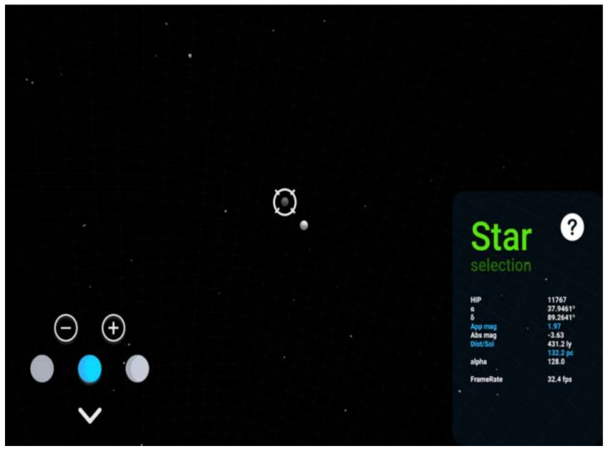

Figure 5: View of the application on a 3D space. Own elaboration

IV. Conclusions

Because the case study involves the simulation of a physical process based on its mathematical equation, this work brings to the field of visualization the opening of an intersection point, between the design of interactive interfaces and the visual simulation of physical phenomena.

This work arises from the notion that both mathematical and graphic formulas and diagrams are a mode of conceptual representation of semantics that are responsible for presenting abstract domains existing in nature.

Therefore, it is proposed to determine that, despite the fact that abstract representations such as the *distance modulus* make it difficult to understand these complex cognitive structures. The visualization of this astrophysical phenomenon encourages qualitative reasoning through an interactive language. Visual simulation and interactive interface design facilitate this meaning: the conceptual reconstruction of a structure.

The use of tools and techniques for the management of *new information technologies*, such as the *journey map,* promote the understanding these essential structures for meaning in the pedagogical field. This is the highest concentration efficiency of cognitive capital.

Everything we know is in a higher mental structure that is constituted in the artilect from our intellectual economy. Commonly, it is used to access into a multi-representational field of associations inserted in a specific market.

For example, in engineering, these kinds of tools help to expand the knowledge that one has about the physical phenomenon. It is like the thread of knowing that can be purely mathematical or less abstract than in art.

The *journey map* results in the creation of the *interactive-interface* that, - not only obeys the designers and project managers to align a common *mental model*, but also creates a deep collaboration of the user experience; helping to identify current challenges and opportunities depending on the complexity of the project.

The process of creating maps reinforces conversion and aligns mental models between design teams. This shared vision is an achievement of the *journey map* and the diagrams, since, without it, consensus, decision-making and coherence in actions to improve people's experience would not be possible.

Carrying out a design system during visual coding highlights the importance of organizing all components of experience within the design process. Without planning all these elements, it would be difficult to abstract the results in a part time. Therefore, the design system facilitates the solution to coding problems.

The prototype of the playful *interactive-interface* could be consulted in the following internet link:(https://www.dropbox.com/s/7bo4miefhgx5l4u/video

_1.mov?dl=0) and in the github repository (https://github.com/ciretorres/thesis-project) where the open source is located to download, play, test or contribute with the code for free.

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To Capture Personnel Spiritual Belief of the Nursing Students

By Dr. Geeta Parwanda & Dr. Rahul Bansal
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Abstract- *Background:* Science gets impact on physical health. “Science gets us physical comforts, spirituality brings us mental calm”. Dalai lama 2006.

The meaning of spirituality and spiritual care among nurses is culturally constituted and influenced by many factors such as the nurse’s ethnic background, religious affiliation, level of education and clinical experience. Spiritual care is a recognized field in nursing (Bald acchino 2006) and an element of quality nursing care (Mc Even 2005). Many scientific studies have shown that when meditation and chanting is done in groups it has more benefits than when done individually. (Dr. K.K Aggarwal, 2017).

Keywords: *spiritual belief, lived experience, nursing students.*

GJMBR-G Classification: *JEL Code: I19*

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Strictly as per the compliance and regulations of:

To Capture Personnel Spiritual Belief of the Nursing Students

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Abstract- Background: Science gets impact on physical health. “Science gets us physical comforts, spirituality brings us mental calm”. Dalai lama 2006.

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Method: This study capture lived spiritual experience of 50 self selected nursing students who identified spiritual belief and needs in patient using a phenomenological approach data is collected by five open ended question through Interview schedule. Participants were first Year nursing student’s novice to profession, studying the diploma course in nursing was chosen as the study sample.

Results: Analysis of the data indicated that spiritual experiences could occur in a range of four themes-Spiritual beliefs, providing spiritual care, meeting Spiritual needs and emphasis of spiritual initiative into Nursing Education could be triggered by catalysts such as nature or newness, evoked responses including awe and appreciation, and led to outcomes of connection, awareness, growth and freedom.

Conclusion: In the present study, the nursing student had shown acceptance towards spiritual health and understanding the experience of spiritual belief in nursing students can help to improve the comfort level in meeting patient needs and has impact on quality patient care.

Keywords: spiritual belief, lived experience, nursing students.

I. Introduction

Spirituality is the untying life four biological psychological and social components which include or exclude the religious component according to individual belief system (Baldacchino 2010). Spirituality is not alternative medicine. If demonstrate sensitivity to an integral part of the whole person, a part that exists independently from consideration of Health and Illness (Dara E. King). Spiritual development is an ongoing continuous component of overall learning.

Chung Wangschan 2007 agrees that research exploring nursing students’ preparations and perceptions of education in the spiritual health are rare. Spiritual development is an ongoing, continuous component of overall learning. The identification of a student’s spiritual perspectives is part of the educational journey and contributes to holistic personal development.

Langdridge (2007) defines phenomenology as a discipline that “aim to focus on people’s perception” of the world in which they live in and what it means to them; a focus on people live experience. She further clarifies that phenomenology as a qualitative method focus on human experience as a topic in its own right. It concern with meaning and the way in which meaning arise in experience.

II. Purpose

This study is to capture the personnel spiritual belief of the nursing students.

III. Material & Method

Design: This study capture lived spiritual experience of 50 self selected nursing students who identified spiritual belief and needs in patient using a phenomenological approach participants were first Year nursing student’s novice to profession, studying the diploma course in nursing was chosen as the study sample.

Instrument: A data sheet was designed to collect information on participant’s demographics including age, gender, educations, Religious, Occupation, Personal Habits and Source of Information. And To capture nursing student’s personal spiritual belief on the basis of open ended questionnaire with time period- 15 minutes.

The interview will be video type and transcript and based on following five open ended questionnaire. (Table 1)

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Table 1: Focus group questions

S.No.	Questions
1.	Would you briefly describe your spiritual belief?
2.	How do you engage in any religious rituals that support your nursing activities? Attendance at spiritual place Spiritual reading temple/ church Meditation Prayer
3.	Describe some instances of providing spiritual care for patient care like showing empathy. Praying with a patient (and/ or family), praying for a patient (and/ or family), listening to a patient talk about his or her pain.
4.	How do you make it sure that you meet your patient spiritual needs
5.	Would you comment on how much emphasis was placed on spiritual care for patients and families thus far in your nursing education? Please explain.

a) *Data Collection method and Analysis*

The majority of studies on spiritual belief of nursing students are quantitative: thus the researcher saw a need to examine the issue from a richer qualitative perspective. To capture a true understanding of unique experiences of the spiritual belief of nursing students experienced during their nursing education, the researcher presumed it was important to hear directly from them. Prior to data collection institutional review board approval was obtained from institutional authorities. Participants then were recruited and focus group are scheduled on each institutions to make attendance more convenient for the participants.

Using a phenomenological approach, the study revealed complex descriptions of spiritual experiences where individuals simultaneously felt, acted, thought and were aware. The interview has 5 open-ended questions developed to evoke students' responses. Interviews were conducted until saturation was met. The research question guiding this phenomenological study was: Do the spiritual beliefs of nursing students' affect their comfort level in meeting their patients' spiritual needs? Interviews were conducted at a time convenient for participants. Interviews were conducted in an uninterrupted quiet conference room and lasted 60-90 minutes. All gave permission to be video recorded. When notes were taken, they were transcribed as soon as possible after the interview to ensure accuracy. A digital video recorder was used and the data from the interviews were transcribed verbatim. Transcriptions were reviewed against the video recording to verify the accuracy of the transcribed text. The researcher analyzed the data by first reading the transcripts several times to obtain understanding and feeling of the experience.

All video recordings are transcribed. Lines of text were numbered. Once the transcription is completed, the researcher read it while viewing the recording and done the following: corrected any spelling and other errors; numbering of the respondent is done. Inserted notations for pauses, laughter, looks of discomfort; inserted any punctuation, such as commas and full stops (periods), and included other contextual information that have affected the participant (e.g., temperature or comfort of the room).

Dealing with the transcription of a focus group was slightly more difficult, as multiple voices are involved. The focus group had 2 facilitators, whose respective roles will help in making sense of the data. While one facilitator guided participants through the topic, the other made notes about context and group dynamics.

b) *Reading between the Lines*

During the process outlined above, the researcher can begin to get a feel for the participant's experience of the phenomenon in question and can start to think about things that could be pursued in subsequent interviews or focus groups (if appropriate). In this way, one participant's narrative informs the next, and the researcher can continue to interview until nothing new is being heard.

Data analysis revealed themes that were present in the experiences shared by the participants. These themes displayed an in-depth description of the phenomenon. Four themes emerged from the data analysis that described the students' experience assessing and providing spiritual care to their patients: (a) spiritual beliefs, (b) providing spiritual care (c) meeting spiritual needs and (d) Emphasis of Spiritual initiative into Nursing Education in assessment.

Verification was achieved through adhering to the phenomenological method, conducting a literature search, bracketing past experiences of the researchers, using an adequate sample, identification of negative cases, and interviewing until saturation of data was achieved. Validity was achieved by having the research based on trustworthiness and external reviews.

Phenomenology allows researchers to describe "the common meaning for several individuals of their lived experiences of a concept or phenomenon" (Creswell & Poth, 2018, p.75) and is an appropriate approach to understand the lived experiences of spiritual belief of nursing students. Additionally, phenomenological focus groups have the advantage of enriching the data "as a result of participants reflecting on and sharing their experiences" (Bradbury-Jones et al., 2009, p.667).

A phenomenological analysis of the interview transcripts was conducted to develop a textural description of the experiences of the participants (what they experienced), a structural description of their experiences (how it was experienced in terms of the conditions, situation or context) and a combination of the textural and structural descriptions to convey an overall essence of the experience. The process was cyclic, as each stage built on its predecessor in all cases. Specifically, following psychological phenomenologist guidelines, the systemic data analysis can be summarized as follows:

1. The first step in the data analysis process was reading each interview transcript separately to get an overall sense of the participants lived experiences. All interviews were read several times until a sense of immersion in the material had been obtained
2. Meaning units ("significant statements" or quotes that provided an understanding of how the participants experienced the phenomenon) were highlighted and identified by line by line reading. This method enabled insights to be conceptualized by asking the following questions: "What processes and meanings are evident in each line, sentence and paragraph? How, when and why are they conveyed? In what context does each theme arise?"
3. Meaning units were integrated into core themes, reflecting a higher level of abstraction and allowing for comparison between different texts.
4. The themes were examined to find connections and interrelations. Themes were then clustered to construct a description of the participant's experience. The process of analysis was concurrent with data collection, constituting a cyclic process that involved continual reflection.

IV. Result Analysis Framework

Analysis of the data indicated that spiritual experiences could occur in a range of four themes- Spiritual beliefs, providing spiritual care, meeting Spiritual needs and emphasis of spiritual initiative into Nursing Education (Table 2).

Table 2

Theme	Subtheme	Quote
Spiritual Belief	Would you briefly describe your spiritual belief? How do you engage in any religious rituals that support your nursing activities" Attendance at spiritual place Spiritual reading temple/church Meditation Prayer	"Strongly belief of almighty and believed extreme spirituality & going to temple" –Respondent No. 1 & 6 "Mediation gave me satisfaction" "Spiritual person will be always health" –Respondent No. 2, 5 & 7
Providing Spiritual Care	Describe some instances of providing spiritual care for client/patient care like showing empathy. Praying with a patient (and/or family), praying for a patient (and/or family), listening to a patient talk about his or her pain.	"Met a handicapped person when 15 years old near temple he was sad but he was relaxed when singing prayers" –Respondent No. 4 "Relived the pain of the patient and called doctor" –Respondent No. 5 "Can save the life of patient by giving spiritual care" –Respondent No. 6 "If patient demand to pray before taking medicine & I allowed him to take medicine." I met a 15 years old boy in medicine ward whose case of chronic renal failure (both kidney were affected). She prayed and provided spiritual need to family and her mother agreed to give kidney to her son" –Respondent No. 15 "Empathy towards patient problem & need" –Respondent No. 47& 48 "Spiritual needs of sick and need of critical care person" –Respondent No. 44 & 49 "Assess the spiritual need of surgical patient" –Respondent No. 37
Meeting Spiritual	How do you make it sure that you	"Singing By prayers & Meditation"

Needs	meet your patient spiritual needs. Would you comment on how much emphasis was placed on spiritual care for patients and families thus far in your nursing education? Please explain.	–Respondent No. 1, 2 & 3 "No idea of spiritual need" –Respondent No. 16 & 18 talking politely was meeting spiritual need" –Respondent No. 50 "Young lady died at the age of 20 years left her one year child & prayer for her baby and look after as he was sick" –Respondent No. 20 Relieved the pain of patient suffering from spiritual need to be met for patient near to death" "Pain was relieved by meeting spiritual need in hemorrhage patient." -Respondent No. 42
Emphasis of Spiritual initiative into Nursing Education in assessment (By adding Spiritual History)		"Deeply commented & recommended spiritual curriculum in Nursing Education" –Respondent No. 1 "Emphasis on spiritual needs" "Emphasis on spiritual care as it make health professional more responsible and can have more health outcome" "How much spirituality can add up in nursing education" –Respondent No. 11 "Fully emphasis on Nursing Education" –Respondent No. 12 "Politely speaking to god" –Respondent No. 22 "Through spirituality family members can be communicated" –Respondent No. 9

V. Discussion

In the present study four themes were identified - *Spiritual beliefs, providing spiritual care, meeting Spiritual needs and emphasis of spiritual initiative into Nursing Education* by using the phenomenological approach which was supported by the study by Belinda Deal (2010) on Nurses' Experience of Giving Spiritual Care in which five themes were identified: spiritual care is patient-centered, spiritual care is an important part of nursing, spiritual care can be simple to give, spiritual care is not expected but is welcomed by patients, and spiritual care is given by diverse caregivers and also supported by a study by Cone and Giske (2013), explored teachers' understanding of spirituality, and how to prepare undergraduate nursing students to recognize spiritual cues, and learn to provide spiritual care and found that 'Journeying with Students through Maturation' resolved their main concern. This involved raising awareness of the essence of spirituality, assisting students to overcome personal barriers, and mentoring students' spiritual care competency.

VI. Limitations

The primary limitations of the study were the difficulty in capturing the real spiritual experiences and dealing with the transcription of a focus group was slightly more difficult, as multiple voices are involved.

A potential additional limitation is that researchers are educators at the institutions where the study was conducted. This raises the issue of power between researchers and participants (Creswell & Creswell, 2018), so it is possible that participants felt uncomfortable disclosing their feelings about their experiences in the nursing program.

VII. Implications and Conclusion

The finding of this study added to the limited body of knowledge on spiritual health in order to assess the need of the patient and strongly emphasized on integration of spiritual curriculum in nursing education. Although few of the themes that emerged in this study are specific for the nursing students, mostly the themes are applicable to the general nursing professionals in rendering clinical and community setting care.

In the present study, the nursing student had shown acceptance towards spiritual health and interest in meeting the spiritual needs of the patients. Spiritual care is an integral part of nursing as documented by Kociszewski (2003). To maintain the balance between the academic and clinical practice, having the curriculum on spirituality is an additional help. The study clearly shows that the spiritual experiences could occur in a range of four themes-Spiritual beliefs, providing spiritual care, meeting Spiritual needs and emphasis of spiritual initiative into Nursing Education could be triggered by catalysts such as nature or newness, evoked responses including awe and appreciation, and led to outcomes of connection, awareness, growth and freedom and overall the study concluded a positive experience of spiritual belief of the nursing students.

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Conflicts of Interests

The authors declare that there are no conflicts of interest

Data availability statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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Is South Africa's Entrepreneurship Education Program Successful?: A Framework for Policy and Practice

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Abstract- Entrepreneurship education has been adjudged as a process of building 21st-century skills, knowledge and inventive traits that are necessary for improving people's socioeconomic well being. The present COVID 19 pandemic, which has resulted in significant job losses makes it even more imperative for policymakers to prioritize entrepreneurial education and training in higher education. While there has been substantial progress in terms of stakeholder financial commitment towards developing entrepreneurship education in South African tertiary institutions, the same cannot be said for the quality of graduates produced. What can be done to address the challenge of low skill levels among South African university students? This conceptual paper examines the factors that restrict the success of entrepreneurship education programs in South African higher education using an in-depth assessment of relevant literature. It does so by examining the link between the existing policy framework and skill development strategies in the higher education sector. By using experiential learning theory, the article provides a framework that is designed to stimulate effective skill acquisition drive in the system. The paper further argues that, as part of their experiential approaches, tertiary institutions should provide entrepreneurship education that includes a wide range of life changing experiences such as; speed date competition, industrial tours, grooming, mentorship programs, and seminars, among others, these are imperative to enable students to absorb core skills, which is the real benchmark of a truly successful entrepreneurship education program.

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Abstract- Entrepreneurship education has been adjudged as a process of building 21st-century skills, knowledge and inventive traits that are necessary for improving people's socioeconomic well being. The present COVID 19 pandemic, which has resulted in significant job losses makes it even more imperative for policymakers to prioritize entrepreneurial education and training in higher education. While there has been substantial progress in terms of stakeholder financial commitment towards developing entrepreneurship education in South African tertiary institutions, the same cannot be said for the quality of graduates produced. What can be done to address the challenge of low skill levels among South African university students? This conceptual paper examines the factors that restrict the success of entrepreneurship education programs in South African higher education using an in-depth assessment of relevant literature. It does so by examining the link between the existing policy framework and skill development strategies in the higher education sector. By using experiential learning theory, the article provides a framework that is designed to stimulate effective skill acquisition drive in the system. The paper further argues that, as part of their experiential approaches, tertiary institutions should provide entrepreneurship education that includes a wide range of life changing experiences such as; speed date competition, industrial tours, grooming, mentorship programs, and seminars, among others, these are imperative to enable students to absorb core skills, which is the real benchmark of a truly successful entrepreneurship education program.

I. Introduction

Entrepreneurship is becoming increasingly paramount in national and international policy for long-term economic development and for solving basic socio-economic issues. Small and medium-sized businesses are the largest employers in both developed and developing countries. (International Labour Organisation, 2020). Countries around the world have been investing massive monetary resources in skills-based training, particularly in the higher education sector, in order to strengthen citizens' productive capacities. However, in South Africa, the huge investment in entrepreneurship education and training in tertiary institutions is yet to reflect in the quality of graduates produced (Tewari & Ilesanmi, 2020). Hence, graduates' innovative and problem-solving abilities fall short of expectations.

Notably, some nations are economically affluent while others remain severely destitute due to a wide range of differences in innovation and entrepreneurial performance. As a result, policymakers must stress the need of improving the quality of entrepreneurial education in their respective fields (Gallo, 2020). Recognizing the importance of entrepreneurial behaviour in the development of a country, tertiary institutions are now encouraging business and non-business students to learn essential abilities that employers demand from job candidates. Based on the above, skills-based training provides beneficiaries with a dual benefit: it assists in the development of new entrepreneurs while also increasing students' prospects of launching successful businesses.

According to the 2021 report of Statistics South, unemployment in South Africa has increased by 34.4% (Chodorow-Reich & Coglianese, 2021). This figure suggests a more proactive approach to employment creation and a faster pace of new venture development. In South Africa, there are a plethora of youth development programs, but their impact has been insignificant. Certain aspects of the training of potential entrepreneurs through higher institutions must be enhanced to successfully address the problem of youth unemployment (Bux & Van Vuuren, 2019) concur that entrepreneurship education may play a critical role in transforming youth attitudes regarding self-employment and obtaining the essential skills to run firms. Hence, demonstrating the right attitude in the start-up process is what actually matters, and this is what is absent in most entrepreneurship programs in South Africa.

This grim picture in South Africa, evidently substantiated by statistics, reflects a scarcity of young entrepreneurs and a lack of entrepreneurial culture in the youth movement. According to the GEM report (2021), South Africa is severely weak in "entrepreneurship culture." This chasm must be bridged in order to produce more jobs and develop markets. Despite the fact that South Africa's financial sector is far superior to

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that of most African countries, it is clear that the country is not performing as well as it should. Furthermore, despite several measures in South Africa to promote entrepreneurship, the degree of young participation in entrepreneurial activities, particularly in rural regions, remains low.

Based on the foregoing, this study examines the factors that restrict the success of entrepreneurship education programs in South African higher education by addressing the following research questions:

- What are the constraining factors to entrepreneurial skills acquisition among South African university students?
- What conceptual model framework can be developed to address low skill levels among university students in South Africa?

II. A Theoretical Consideration for Effective Skills Acquisition Drive

The experiential learning theory was built upon the earlier work of the duo of John Dewey and Kurt Levin by David A. Kolb, an American educational theorist. Learning process brings about knowledge creation through gradual and systematic transformation of experience. Experiential learning theory is a four-stage cyclical theory that combines concrete experience, perception, cognition and behaviour. It emphasises translation of concepts into practical tasks. (Kolb, Boyatzis, & Mainemelis, 2001). This is the initial stage where the learning experience is acquired through mentoring in a learning environment. Learners gain skills when they are participate in learning activities. At the core of experiential learning is action. It goes beyond abstract concepts, learning-by-doing involves a direct encounter with the phenomenon being studied. It utilizes actual experience with the phenomenon to validate a theory or concept.

The learning process is deemed incomplete if the learning experience cannot be replicated by the students after the learning process. The level at which students will focus on what they have been taught or experienced during the learning process is the reflective stage. This principle suggests that the learning experience should encourage all learners to reflect on it. By cooperative learning and action-based learning, the skills learned can be transferred. In order to learn to think about an action, contemplation must take place. Reflection occurs during human activity (Kolb, Boyatzis, & Mainemelis, 2001). A quite noticeable area of weakness in experiential learning theory is that most of the studies validating it involved students in academic, not business environments. Furthermore, the theory's inadequacy could be perceived from the fact that it ignores institutional influences on the various stages of skills acquisition. This theoretical framework supports the systematic acquisition of entrepreneurial skills through experience and practice. Furthermore, the framework has the potentials to facilitate a systematic analysis of data.

III. Literature Review

a) *State of Entrepreneurship Education in South African*

i. *Historical overview*

Since 1990, stakeholders in South African education and curriculum experts have been engaged in various local and international discourses for entrepreneurship development. A fundamental question in this regard is to find out whether young students could understand entrepreneurship matters and if so, it is also needful to investigate the extent to which young people comprehend matters of entrepreneurship (Davies, 1991). In 1991, stakeholders in the South African education system have been examining the feasibility of including entrepreneurship as a subject in the education system in the near future, in order to answer these and many other questions. It is imperative to state that the stakeholders in the South African education system have over the years worked together to develop the entrepreneurial spirit of the young students.

The Department of Higher Education established Entrepreneurship Development in Higher Education (EDHE) to promote the development of the universities of entrepreneurship is to promote entrepreneurial initiatives among the university students. EDHE is a human-focused programme. The goal is to develop students, academics and managers' entrepreneurial capabilities (Paek et al, 2021). This means that EDHE has been created to encourage students to succeed more economically during their tertiary education and after it. During their study, entrepreneurship could enable students to generate additional income and to quickly track the economic activity process. Upon graduation, students could regard enterprise as either their first choice or an alternative career, especially if they have difficulties finding a job.

The EDHE program's staff-oriented nature extends to the building of the capacity of university students and support professionals in the provision of informed and relevant business education services. This would include the provision of confidentially provided entrepreneurial education and culture to students across disciplines, as well as subject-specific entrepreneurship training. The EDHE Program is designed for all students across disciplines to make enterprise education and training generally accessible (Paek et al, 2021). It is therefore obvious from the above that EDHE service is a much-needed intervention, in which students are better equipped to participate

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successfully in the economy upon graduation, whether they are employed or not.

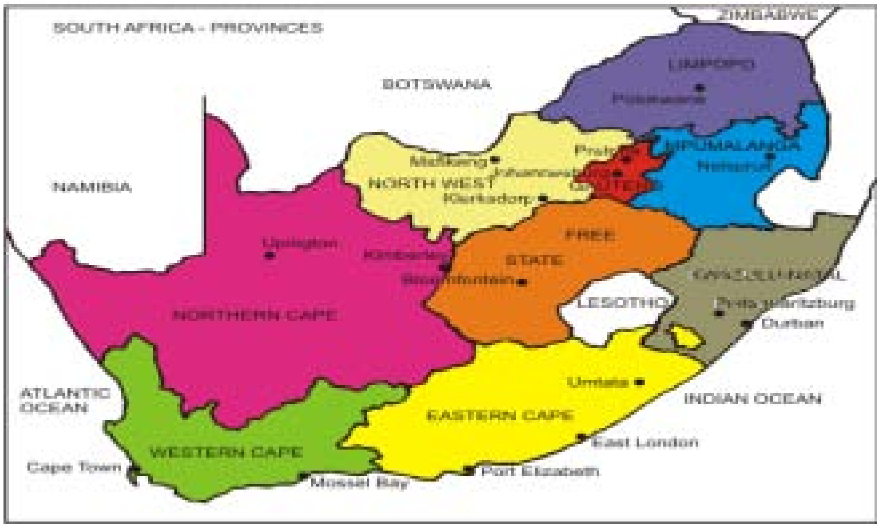

Figure 2.1: Map of South Africa. Available at: http://www.csimpson80.com/new_page_633.htm

Universities have traditionally participated in the transfer of knowledge and should also focus on the use of that knowledge (Paek et al, 2021). These traditions include teaching students in a classroom with written evaluations to test the skills of learning objectives per curriculum. The work of universities is seldom translated by new ventures. However, improved interaction between universities and the industry is often based on the expectation that this would increase the rate of economic innovation. The notion that universities form part of the economic value chain promotes wider discussion on how universities design, influence and make use of the flow of knowledge (Paek et al, 2021). This means that universities should develop employees and students' entrepreneurial abilities, this would help them to develop innovative thinking and problem-solving skills. In turn, this can help translate ideas into new ventures.

b) Skills Development Strategy

The skills development strategy includes industry training, technical training which are being offered by the educational sector, training and quality assurance agencies. Except for Industry Training, the Department of Higher Education and Training (DHET) is responsible for all other entities. Nevertheless, it can be said that the DHET entities work differently because the system lacks coordination (Wittmann et al, 2018).

Since the advent of democracy in 1994, South Africa has made significant progress in overcoming the heritage of skills development in its past. But, despite this development, low qualifications in most of the formerly disadvantaged population and the stubborn unemployment rate remains one of the most pressing concerns in the country, and one of the greatest impediments to a better future for all, especially among young people (15 – 30 years). The challenge of developing skills as a result of the restrictive educational and training policies of the past cannot be overcome easily. In addition to the overall pressures caused by globalisation, the nation faces some unique domestic challenges in the field of development of skills. The main reasons for these challenges have been the Apartheid era (Wittmann et al, 2018).

Furthermore while content is important, it is equally important how the concept is being taught. Methods of learning determine the level of participation of students. Therefore Universities must use appropriate methods that allow the practical use of the learning material and the holistic development of the required skills. This concerns both theoretical and practical aspects of business in the context of entrepreneurial work. They allow students to develop free and creative thinking in the application of knowledge and theory in the real-world through efficient teaching techniques that go beyond formulas in textbooks.

c) Funding

The funding for youth entrepreneurship can be divided into two categories: the demand and supply of entrepreneurship. The impact is in relation to youth enterprises that have access to funding and meet the funding needs of different institutions or individuals, and the second is in relation to supply, which explains how major institutions that support young entrepreneurs and the impact of different funding programs can support their operations. (Greenwood, 2021). The growth of small, youth-owned companies is limited by the lack of finance, poor management skills, and liquidity limits of youth-owned firms, among other things, that can be overcome with such credit instruments. In addition, Turcan & Fraser (2018), states that a lack of access to information available on private external funding opportunities generally contributes to the constraints that youth entrepreneurs come across in search for start-up capital as it relates to the demand side argument. Key limitations that prevent young entrepreneurs from accessing their business ventures' funding opportunities are as follows:

- Lack of securities (for debt finance) and credibility
- Business and skills deficiency (debt financing)
- Strict methodologies and regulations for credit scoring
- Complex procedures for documentation
- Long periods of waiting

The author further argue that insufficient microfinance institutions worldwide make the cost of finance on an equal basis difficult for borrowers. This presents a monopoly challenge which makes it difficult for the credit providers to serve society on a large scale and limit customers' negotiating power to select the financial package that is most affordable. The author further reports that students entrepreneurs are usually disadvantaged in terms of access to capital since they are considered too risky, their age and social status often constitute justification for excluding them from the microfinance system. This suggests that the provision of microcredit has made further advances in improving the standard of living for disadvantaged and poor communities worldwide, but in particular, the student sector has been prevented from having access to financing for their companies by restrictive policies.

d) Policy framework

Over the years, South Africa has recognized the importance of entrepreneurial development and the support of an environment for developing small businesses in the country, in particular, ever since the birth of democracy. As a result, a number of support actions and initiatives have been initiated on the basis of the Department of Finance pronouncement in the South African National White Paper (1995) and the implementation of the strategy of Growth, Employment and Redistribution (GEAR). (Greenwood, 2021). Thus, South African government institutions at all levels have come under pressure to inculcate entrepreneurial skills into the psyche of the youths.

Critically assessed, GEM standards reflect that South Africa ranks poorly in both opportunity entrepreneurship and new firm activity. This makes it critical for South African policymakers to pay serious attention to the development and monitoring of a policy environment that is enabling and one that enhances entrepreneurship and innovation. On the basis of the above, GEM standards show that South Africa is poorly positioned both in enterprise opportunities and in the establishment of new ventures. This makes it essential for policymakers in South Africa to pay serious attention to the development and monitoring of an enabling and innovative policy environment. In South Africa, one of the main challenges is to offer a training program addressing an ever-increasing rate of unemployment. Politicians believe that more entrepreneurship is needed if economic growth and innovation are to reach greater levels. Empirical research also encourages positive connections between entrepreneurship and economic results (Greenwood, 2021). It is therefore noted that such education is promoted and implemented in many South African universities curricula.

In view of the studies above, the authors arguments are based on entrepreneurship studies, revealed that the main purpose of the universities' curricula in entrepreneurship programs is to identify and stimulate the drives, talents and capabilities of entrepreneurship; to allow for the development of autonomous behaviours. These authors' findings indicate that existing entrepreneurial programs do not deal with social or economic issues. Entrepreneurship education studies have been carried out but in South Africa, no such studies exist.

e) Curriculum

In order to make entrepreneurship a major theme to be learned, the South African curriculum at the school level must be transformed as well as in the higher education system. The problem could be that access to other students could be restricted to achieve a measure of parity for students from underprivileged backgrounds. This requires further expansion in higher education. However, there is a problem that there are no acceptable paradigms or appropriate theories about curriculum content in entrepreneurship education (Ratten, & Usmanij, 2021).

For South African universities, the above-mentioned is a fundamental challenge to overcome through meaningful investigative initiatives. Vaal Technology University has recognized the importance of entrepreneurship and states on its website, among other institutions of higher education: The Vaal Technology University is engaged in the development of higher education, To create an environment conducive to the development of behaviour, attitudes and social skills through cultural, sporting and personal development activities, to produce innovative and relevant research which addresses industry and community problems (Ratten, & Usmanij (2021). Therefore, to create a culture of lifelong learning to empower South African communities by sharing knowledge, skills and resources, all these functions will be enhanced by national and international partnerships in order to meet the needs of stakeholders of a democratic society.

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According to Shambare (2019), entrepreneurs should have enough multifaceted skills and flexibility to compete worldwide and also be able to detect domestic and international trends. They should also isolate, identify and take advantage of entrepreneurial opportunities which have the potential for growth. Entrepreneurship courses should differentiate business and entrepreneurial qualifications carefully. Business courses are quite essential, however, such courses may not actually improve an individual's entrepreneurial skills. Shambare (2019), argues that entrepreneurial education should train students to gain knowledge and skills to bring an idea, process or invention to the full business potential from conception. The author, therefore, opines that practical experience is an essential component of entrepreneurship education.

Curriculum for University Entrepreneurship must be reinvented. Entrepreneurship educators could not claim to know everything, but to co-establish knowledge especially working in close contact with the private sector and practitioners, with different scholars from different disciplines and institutes. For business lecturers, the challenge now is to identify current needs, how these needs can be quantified and what value can be added to current socio-economic development in South Africa (Shambare 2019). This implies that yesterday's competitive business advantage may not be applicable today.

f) *Factors Affecting Entrepreneurial Skill Acquisition among university students in South Africa*

Many authors have written on factors affecting entrepreneurial skills acquisition among under-graduates in South Africa. The primary challenge revolves around; inappropriate syllabi, lack of entrepreneurial supports, weak entrepreneurial culture, students' lack of exposure, lack of entrepreneurial networks, ineffective training, family background, mentoring and coaching, scarcity of incubators among others.

g) *Overemphasis on theory delivery*

In most South African universities, students lack practical orientation in entrepreneurship education. The students are only trained to pass examinations. According to Motaung (2021), inappropriate curriculum content in the area of entrepreneurial education is the basic reality in South Africa. University graduates are not being stimulated to think outside the box, create jobs for themselves or even become employers at a time when jobs are scarce and unemployment high. Therefore, there is a need for core skills training. In higher education curricula currently, the author, noted that institutions still lag behind in entrepreneurial engagement based on the fact that most institutions focus more on the theory to the detriment of practical aspects of entrepreneurship. The author further opines that education given to students appears to promote job seeking rather than the creation of jobs. The author further emphasized that it would be very useful for Nigerian society to emphasize job creation in all its ramifications. Turcan & Fraser (2018), also hope that the socio-economic well-being of the society will be enhanced by ensuring that entrepreneurial culture among students is refined.

The authors pointed out further that the education system should be able to instil the knowledge, skills and attitudes of an entrepreneur in students, acknowledge the provision of entrepreneurship training by several high schools in South Africa. However, the theoretical aspect of entrepreneurship is likely to be more central. Nevertheless, the authors suggest that it is necessary to establish business incubators in universities so that unemployment can be successfully addressed. Society believes that white-collar jobs are superior to entrepreneurship. The authors argue that incubators could assist students with practical exposure by connecting theoretical courses with practical training.

The author added that the incubators must be able to provide the young people and potential young entrepreneurs with technical support and guidance on management in all matters relating to the industry Mahadea & Kaseeram, (2018), argue that in order to establish a vibrant South African labour market, youths should consider starting their own jobs as a choice, instead of pursuing paid work, this will help to fight against this high unemployment rate.

h) *Inappropriate subject content*

The basic reality in South Africa is inappropriate learning content in the field of entrepreneurial education. Not only are university graduates ill-prepared for the workplace, but they are also often not even sufficiently qualified. According to Ratten and Usmanij (2021), it is imperative for entrepreneurship educators to embrace innovativeness in their instructional delivery, this will help to inculcate innovative thinking into students' psyches. This shows clearly that for a curriculum content to be purposeful, it should have a link to the socio-economic needs of the society. In South Africa for instance, the NDP envisages that higher education should contribute to entrepreneurship building and development. The curriculum must be sufficiently comprehensive to prepare students to acquire business skills and knowledge. Ideally, a student entrepreneur should be adequately qualified to draw up a decent business plan after graduating (Shambare 2019). This implies a certain category of graduates from South African universities lacks the basic skills required to excel in the labour market.

In South Africa, undertaking education programmes often provide students with theoretical knowledge which does not necessarily expose students to the practical application of that knowledge, entrepreneurship is promoted using both formal and informal learning modes, which are extracurricular activities and teaching methods.

Ratten and Usmanij (2021), therefore, points out that many researchers are identifying the obvious lack of a functional curricular guide for informing pedagogical education in the entrepreneurial methodology as a major disadvantage in South Africa's higher education system. To ensure that knowledge is systematically upgraded over time a good curriculum must be phased out and integrated. To align African universities with international best practices in order to enable universities to engage students in practical entrepreneurship activities, Bawa (2020), feels that participants should work towards supporting institutions by developing special policies and strategies, which are aligned with international best practices. The implication of the foregoing discussion is that the curriculum content of entrepreneurship has not produced the desired results, this reflects in university graduates not only ill-prepared for business, but they are also often not employable. Therefore, for course content in any education setting to be useful, it should be in line with the economic realities of the country.

i) Weak university support for enterprising students

University students in South Africa do not benefit from university support in exploring innovative ideas and businesses. In contrast to many universities' mantra of entrepreneurship, South African students appear to receive training just to become employees. However, Ogujiuba, & Boshoff (2020), and EDHE (2020), indicates that the University Community of Practice organ of EDHE supports entrepreneurial students who do business while also studying. Similarly, Tiemann et al (2018), also reveals that a growing number of universities are practically embracing the culture of providing an adequate support system for student entrepreneurs. While the development of small and medium-sized enterprises is widely recognized as a key objective of tertiary entrepreneurship development, universities seem to be proactively developing ventures driven by students. The genesis of Facebook is a classic example. Harvard University has almost ended what has now become one of the world's most influential ICT ventures. This suggests that, despite claiming support and commitment for new venture creation, many universities fail to live up to this ideal.

Universities take the view that sustainable development should be integrated into the university's enterprise support system or that sustainability activity should be carried forward and promoted with an entrepreneurial spirit, to enhance their currently weak support systems. In addition, they believe that research should be strengthened on the entrepreneurial support system in order to gain empirical insight into the success factors in implementing effective university support systems for sustainable enterprise (Tiemann et al, 2018). Hence, training for entrepreneurship is as essential as supporting campus entrepreneurial activities. Thus, universities should have a clear mission towards entrepreneurship, which is focused on changing mindsets and clear expectations of what they want to achieve.

j) Family background

The majority of South African university students emanate from homes where parents have no business acumen. Bawa (2020) stated that children who grow up in families where a family member owned a business are more likely to develop skills and aptitude to start up their own business or become involved in the family business. Previous studies also show that friends, family and neighbours who own businesses have a great impact on the formation of attitudes and intentions of a person to establish a business. According to Tiemann et al (2018), the family may play an important role in developing confidence, creating new ideas and affecting their career path. Parents create the need in young people to become an entrepreneur with their attitudes, emotions and experience with self-employment, behaviours and actions. Parents also play an important role because they function as carriers of value. Thus, the greater percentage of South African youths belongs to parents who are not entrepreneurially inclined.

k) Access to Financial Institutions

Many South African student entrepreneurs have never pitched a group of funders with their business ideas, or have researched the market or produced a plan for businesses. Young people often have little capital to fund their efforts and are less likely to receive financing with sufficient credit ratings (Bux & Van-vuuren, 2019). The cycles of social injustice and income inequality in South Africa's history exacerbate these problems. Most young entrepreneurs from South Africa are founded by the poorest people in society and many of them have little or no information on available funding sources for establishing new enterprises. In addition, many banks in South Africa have a conservative culture. Banks and other lenders often resist lending money to student entrepreneurs, as they see it as risky investments to finance campus start-ups. Therefore, prospective student entrepreneurs need to have documentation so that the projected value can be shown by widely accepted methods (Bux & Van-vuuren, 2019).

Entrepreneurs generally perceive poor access to capital as a major barrier to new enterprises. (Greenwood, 2021), however, claim that in terms of capital access, South African students are no better off than other African nations. Even though South Africa has the most developed financial system on the continent, however, the funds are not easily made available for inexperienced and young entrepreneurs and the borrowing costs are quite costly. The consensus is that student entrepreneurs are often at a disadvantage when it comes to securing bank loans.

Young people who set up businesses have used personal savings or borrowed money from friends or families to start-up businesses because they have poor access to financial institutions. There is a current trend for young people in developing countries including South Africa to cultivate saving culture. The author further submits that culture of saving among young South Africans is indeed poor, since individuals prefer to spend their money on commodities rather than investing. This implies that the majority of young entrepreneurs in South Africa lack finance to start-up businesses, they lack financial literacy, there is also a scarcity of mentors required to encourage them to save or invest money to start-up businesses in future.

l) Lecturers' capacity

Currently, there is a need for practical training in the South African university curriculum. Turcan & Fraser, (2018) noted the drawbacks of learning institutions when it comes to entrepreneurship as most lecturers focus more on theoretical aspects of entrepreneurial training. The author also opines that entrepreneurship education is currently being provided in such a way that it propels students to become job seekers rather than job creators. A group of employers would be much more useful for societal development than employees. Likewise, Mahadea & Kaseeram (2018), believe that it is helpful for young people to discover their talent through the promotion of entrepreneurial culture among students. The authors also submit that the education system should be able to promote entrepreneurial knowledge, skills and attitudes. This implies that several higher learning institutions in South Africa provide entrepreneurship education. However, the lecturers often focus more on the theoretical aspect of entrepreneurship.

m) Lack of skills acquisition centres

Lack of skills acquisition centres is a notable challenge in South African universities. Van der Bawa (2020), cautions that although there is an extensive correlation between tertiary education and entrepreneurship, the acquisition of university education does not necessarily turn a person into an entrepreneur, particularly in the face of infrastructural challenges like lack of entrepreneurial skills acquisition centres. The most successful programmes are those that provide practical guidance to entrepreneurship education through functional skills acquisition centres, which are not present in most South African universities. Students should be stimulated to become entrepreneurial, only classroom entrepreneurship studies is not enough.

Although authors such as Bawa (2020), recognize that many barriers to student entrepreneurship, the literature does not clearly identify the strategies universities can use to mitigate those barriers, even though many authors have studied the link between students' perceptions and entrepreneurship intentions in order to understand the phenomenon of student entrepreneurship. The prevalence of business-planning skills and entrepreneurial promotion as factors that influence entrepreneurial activity. Clearly, this indicates that students are less likely to be motivated to choose entrepreneurship as a career path in situations where university entrepreneurship development centres are either not available or dysfunctional, this makes it impossible for students to be exposed to real business scenarios, therefore, they are less likely to be motivated to choose entrepreneurship as a career path.

n) Inappropriate teaching methods

It is notable that in South African universities, the teaching method of entrepreneurship is not practical enough. This applies to the teaching both theoretical and practical aspects of new firms in the context of entrepreneurship. According to Lackeus (2020), some learning platforms are more impactful on students than others, such as innovative interaction with the outside world and empirical value creation for others. Although contents are important, how they are taught is equally vital. Teaching methods determine the level of commitment of students. Therefore, universities should adopt methods of teaching that permit the practical application and holistic development of skills required by undergraduates. They allow students to develop free and creative thinking in the application of knowledge and theory in the real world through effective teaching of practical over recitations of formulas in textbooks (Shambare, 2019). This implies that experiential methods of teaching entrepreneurship are lacking in the system.

The combination of conventional and innovative teaching methods is effective. Traditional or passive methods have to do with classroom lectures, whereas innovative methods involve favourable interaction between the student entrepreneurs and the coach. Therefore, Shambare (2019), avers that in order to be career-driven, entrepreneurship will require the introduction of action-based methods or innovative ways to encourage questioning, review and practical discussions with experienced and successful entrepreneurs.

Maritz and Brown (2013), are also of the opinion that while traditional lecture methods may be effective, it is clearly notable that experiential methods reflect the unpredictable nature of entrepreneurship and offer student entrepreneurs greater opportunities to deal with real problems. In addition to traditional teaching methods, Shambare (2019), also asserts that different alternative approaches can be used to promote entrepreneurship education and develop students' skills. In light of the foregoing discussion about how entrepreneurship should be taught, scholars generally believed that an optimal combination of both traditional and experiential approaches is imperative, whereas the practical orientation is conspicuously lacking in some South African universities.

o) Students' lack of exposure

There are two distinct ways of defining students' lack of exposure to entrepreneurial views and realities in the South African context. First, the majority of the students are often from poor backgrounds and are not generally exposed to real-world entrepreneurship as a result of widespread poverty. Furthermore, the entrepreneurial intentions of the Black Students are about 50% lower than those of other ethnic groups because of the apartheid legacy (Zambrano & Ordenana, 2020). Second, the universities now enroll ill-prepared students due to the apartheid Bantu education system. The foregoing is observed in combination with underfunded and under-resourced universities, many universities are unable to afford the proper training to raise the exposure of the student. The view presented above is about the socioeconomic inequality that exists within South African society, which leads to a lack of exposure to entrepreneurial realities.

p) Weak entrepreneurial culture

The entrepreneurial spirit required by an individual to start a new venture is clearly absent in the psyche of the majority of young South Africans (Turcan & Fraser, 2018), entrepreneurial culture is a mentality that covers an individual's motivation and ability to discover the opportunity and pursue it in order to create wealth or financial success independently or in the context of an organization. The customs and societal values have little or no correlation with the development of personal enterprise. This obstacle is traceable to each entrepreneur's background and culture. The spirit of entrepreneurship is a feature of the collective personality, determined by social culture and values (Fatoki & Chindoga, 2012). Based on the foregoing, it is clear that some of the elements that promote this weak entrepreneurial culture include passive education, reluctance to take risks, self-sufficiency and complacence.

Many individuals in South Africa are risk-averse and society tends to be disappointed with those who have to end up as failures after failing in business endeavours (Forbes, 2015). Some of the most successful entrepreneurs in the world actually failed in their first attempt. If South Africa is able to successfully stimulate and support an enterprise culture, student entrepreneurs will be better equipped to start and grow businesses. Since the SMME industry has been identified as a key vehicle for addressing low levels of unemployment and economic growth, more needs to be done to promote a culture that fosters entrepreneurial output (Forbes, 2015). This implies that given the country's high unemployment rate, many people turned to entrepreneurship out of necessity. If a strong entrepreneurial culture is entrenched in South Africa, more individuals would turn to this career path out of opportunity instead.

A major obstacle that demotivates students and hinders the development of youth entrepreneurship is the attitude of South African society. Society's expectations of young people contribute to the low growth of youth entrepreneurship (Turcan & Fraser, 2018). Parents and elderly people have different expectations from young people and most encourage white-collar jobs because they believe it is the best way to get money. Thus, the youth are offered little encouragement to start up their business.

South African youth are under pressure from parents who think their children will have to go and find jobs to make money after graduation. The author also stated that the attitudes of the parent make it difficult for young people to start personal enterprises, parents tend to pressurise them to seek for salaried work to combat poverty (Nani, 2016). This implies that the majority of the older generation in South African society does not encourage the younger generation to become entrepreneurial. This societal norm makes it difficult for the youths to develop interest in acquiring skills required to start their businesses.

q) The dearth of entrepreneurial networks

Young men and women in South Africa lack successful entrepreneurs as role models because seasoned entrepreneurs are not celebrated as creators of jobs (Lackeus, 2020). As a result, young people do place very little premiums on entrepreneurial matters, and this scenario has not helped to ameliorate the menace of unemployment in the country. In addition, young people have no role models to encourage them to become successful entrepreneurs. According to Vezi Magigaba (2018), a fundamental challenge is the absence of mentoring and networking opportunities, in addition, there is a paucity of guidance on how to build networks that will yield positive results.

The government of South Africa and the media have no role models for young entrepreneurs, the society concentrates on promoting leaders in politics. Most young people in the country do not see business as a career. Bawa (2020), states that the society that lacks youth network, this networks includes business owners required to encourage young people in their entrepreneurial journey, this necessitates a situation where graduates are tempted to choose job stability rather than seeking for opportunities to start their own businesses. This implies that the majority of South

African youths are not connected with entrepreneurial networks and successful entrepreneurs as role models.

According to Tiemann et al (2018), emerging entrepreneurs in South African have more contacts in their networks, although most network members are friends or family members, which differs from the international findings, in which the majority of the network members are experienced entrepreneurs. Tiemann et al (2018), suggests that high compositional networks would lead to more desirable results and that entrepreneurs with more numerous networks would be better positioned to use knowledge systems accurately and efficiently as they develop their business. This implies that entrepreneurial networks increase the chances of business success. Entrepreneurs cannot operate in isolation. Frontline entrepreneurs still need to connect with others and rely on their help to make their ideas better and achieve the desired results.

r) Mentoring and coaching

In South African universities, entrepreneurial mentors needed to influence the future generation are clearly not present. Such mentors are required to provide entrepreneurs with intensive coaching in real-time on how to build a successful company; share their long-standing experience and strong strategic thinking in order to refine their business model, attract skills, fund sources and build a strong, efficient organization (Shambare, 2019). The business mentor aims at developing an individual's executive and entrepreneurial abilities, according to Shambare (2019), to make an emerging entrepreneur a long-term sustainable business.

In addition, a range of managerial and business skills is important for starting, managing and growing a business during the business cycle phases. Based on the above, it is logical to argue that entrepreneurship mentors in South African universities are few to influence the future generation. These mentors have to provide entrepreneurs with intensive real-time coaching on how to build a successful business, share the expertise they have gained over many years, and participate in a strong strategy for revising the business model, attracting talent, funding resources and building a strong, efficient organization.

s) Paucity of incubators

In some South African universities, the new wave of Student Entrepreneurship Programme has driven few entrepreneurial-minded undergraduates to start coming up with sound business ideas, but in order to generate start-ups, the absence of business incubators in the universities to help translate the idea into reality is the bane, it is necessary to establish business incubators within universities. Society believes that white-collar work is superior to entrepreneurship (Bawa, 2020). According to Bawa (2020), undergraduates' access to mentors is significantly limited by resource and time constraints.

Incubators can assist students with practical exposure by linking theoretical training to practical training. The author also stated that such incubators need to be able to provide youth and potential young entrepreneurs with technical support and management guidance in all business issues. After completing their university education, many young people will have to struggle to find jobs in the South African labour market Mahadea & Kaseeram (2018). Thus, in spite of the scarcity of incubators, the youths should still consider starting their own ventures as a choice, there are creative ways of overcoming the common obstacles limiting the progress of entrepreneurship education in tertiary institutions.

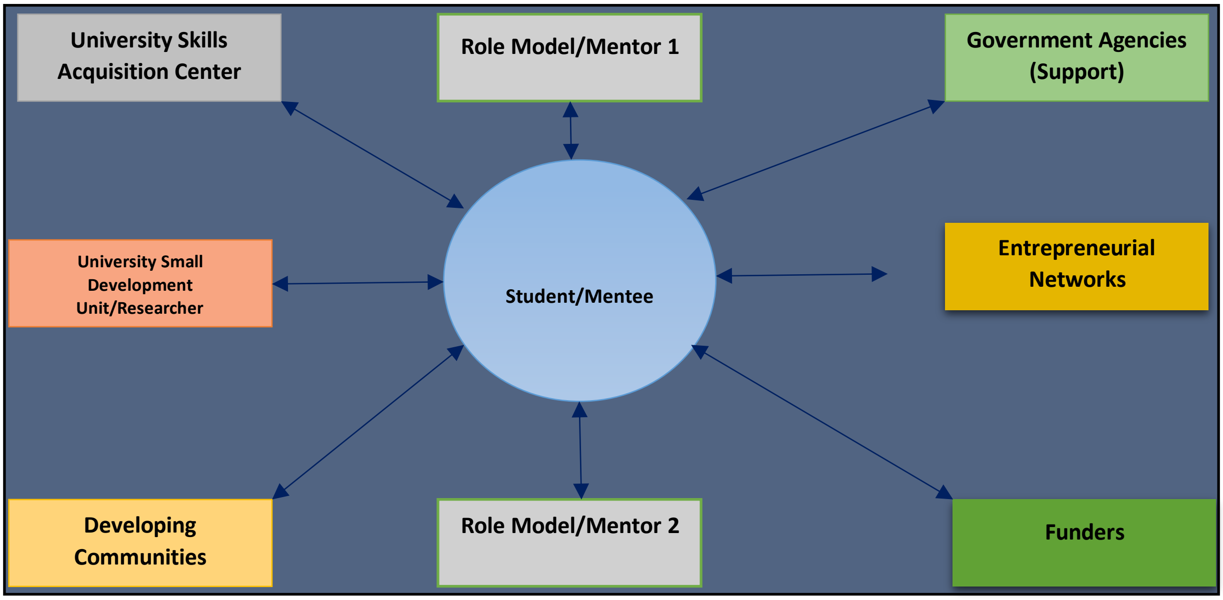
IV. Summary

The cynosure of this study has been the constraining factors affecting entrepreneurial skills acquisition in a South African university context. The paper reveals that in spite of the government's effort to remedy the low skills levels among university students – the majority of the undergraduates are still faced with skills acquisition challenges. The skills-gap cuts across the entire spectrum of South African universities. The skills acquisition barriers revolve around: overemphasis on theory delivery, inappropriate subject content, weak university support for enterprising students, family background, accessibility to funders, lecturers' capacity, lack of skills acquisition centres, inappropriate, students' lack of exposure, weak entrepreneurship culture, dearth of functional entrepreneurial networks, inadequate mentoring program and paucity of incubators on campus.

The inhibiting factors do not only undercut undergraduates' capacity to acquire foundational skills but also have the propensities to trigger socio-economic decadence in the entire society. Based on the above, the following framework is designed and recommended.

V. The Proposed Skills Acquisition Framework and Discussion

As emphasized by Malatji (2016) and Maddock & Maroun, 2018), that rather than traditional rote learning, most undergraduates could build key abilities through hands-on projects, which is an experiential learning technique. As a result, the proposed skills acquisition approach is critical in assisting young people in two dimensions; it makes students more employable as well as provides succour for enterprising students which is required to enable them to overcome their fear of failure and unforeseen difficulties when establishing a new business. The inclusion of the 'Entrepreneurial Role Model' is the framework's most essential concept. As a result, the proposed skills acquisition approach is critical in assisting young people in two dimensions; it makes students more employable as well as provides succour for enterprising students which is required to enable them to overcome their fear of failure and unforeseen difficulties when establishing a new business. The inclusion of the 'Entrepreneurial Role Model' is the new and the most essential concept in the framework.



Source: Lead Author

Figure: 6.1: The Proposed Skills Acquisition Model

The author argues that successful entrepreneurs should serve as role models. This echoes the views of Akinlade (2019) and Kitts & Mahacek (2017) who submit that having multiple role models is essential for success. This submission emphasizes the idea of a synergistic effect when two or more role models are combined. The rapid changes in the digital dispensation might provoke new inquiries which may no longer be answerable by a single role model.

The following players must be continuously involved in the framework's operation, for it to be successful:

- Undergraduates
- Seasoned Entrepreneurs as Role Models
- Funders
- Government Agencies
- Researchers
- Entrepreneurial Networks

The author raises concerns about the existing rote learning approach in South African schools, which has failed to generate the anticipated results. This framework was created on the premise that seasoned entrepreneurs can convey their entrepreneurial talents to university students in the same manner which experienced surgeons can transfer their surgical skills to interns. The entrepreneur takes the lead and offers explanations based on the wealth of extensive experience. The mentee eventually acquires abilities through everyday practice. The mentee's everyday practice results in retrospective, adaptive, and proactive learning. The author goes on to say that the mentorship technique is the most practical way to obtain essential skills since it is an arrangement in which learning takes place in situations that are very similar to real life.

Critically assessed, the proposed framework has the potential to develop competent entrepreneurs while also enhancing student employability. The undergraduate is the framework's nucleus, hence it may be described as a student-centred framework. Despite the fact that the framework's conception is based on best practices from around the world in the field of entrepreneurship education and training, it is necessary to test and reassess the model to determine which components must be added to improve its effectiveness. Employers in South Africa seek workers who can reason and act like entrepreneurs; as a result, university students must embrace the skills necessary to compete favourably in the ever-changing market for labour. Based on the above, skills-based training provides beneficiaries with a dual benefit: it assists in the development of new entrepreneurs while also increasing students' prospects of launching successful businesses.

VI. Conclusion

Globally, the hands-on approach to entrepreneurship education has been proven to be a vital form of skill learning. The author submits that proper implementation of the model will improve the quality of education and training in South Africa, and it may also be duplicated in other African countries that operate in similar circumstances. The paper further argues that, as part of their experiential approaches, tertiary institutions should provide entrepreneurship education that includes a wide range of life-changing experiences such as; speed date competition, industrial tours, grooming, mentorship programs, and seminars, among others, these are imperative to enable students to absorb core skills, which is the real benchmark of a truly successful entrepreneurship education program.

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The Advancement and Application of New Media Technology in Traditional Journalism

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Abstract- Regarding the challenges of global digitization and network technology, whether traditional media and new media are a game or a topic of integration has attracted much attention in recent years. It has become a research hotspot for scholars at home and abroad. With the constant emergence of various new media, the pattern of mass communication is undergoing tremendous changes, and traditional media have also begun their way of media integration. In this regard, this article takes the Shanghai World Expo news report as the starting point and deeply studies the exploration and practice of new media technology by traditional media in the World Expo report. Also analyzed the streaming media, other new media technologies, paths and effects. This paper declares that the development of new media is changing traditional media's communication methods and concepts. Under the background of the vigorous development of new media, traditional media must adapt to the needs of new media, change their strengths, and pursue news planning and indepth reporting. It has been proved that traditional media will not weaken through the bonding and interaction with new media. With the advantages of new media, traditional media can also enhance brand influence and popularity.

Keywords: *traditional media, new media, shanghai world expo, streaming media, microblog.*

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Strictly as per the compliance and regulations of:

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I. Introduction

Facing the challenge of global digitization and network technology, the traditional media and the new media are competitive, and there are constant changes. The mass communication pattern has undergone tremendous changes, and the traditional media has also begun its path of change ("Communication, Power and Counter-power in the Network Society | Castells | International Journal of Communication," n.d.). Through active integration and the use of various new media resources to further highlight the communication effect and competitiveness of traditional media, the combination of the two also makes traditional media's communication forms and content prosperous and diversified ("Disability and the Media - Katie Ellis, Gerard Goggin - Google Books," n.d.). It is an unprecedented news practice for the traditional media in Shanghai. In 2010, "World Expo" became the only keyword for Shanghai media's annual news reports. Due to its long time, the content of news reports is extremely rich, and the audience's needs are diversified. Under the background of the rise of media formats, traditional media in Shanghai had to wring out new media technology exhibitions actively and gain an advantage in this report with intense competition and take this opportunity to enhance the popularity of media brands ("Winning American Hearts and Minds: China's Image Building Efforts in the ... - Xiuli Wang - Google Books," n.d.). What are the innovations and characteristics of Shanghai's traditional media in using new media? Have they found a new way of media integration? What are the implications for the development of the media industry? This research carried out research in these areas and find out a breakthrough (Mei, Bansal, & Pang, 2010).

In the Shanghai World Expo news report research, the main focus is on discussing news practices, and there is little research on how traditional media and new media are used in World Expo news reports. In fact, in 2010, under the vigorous development of new media such as Weibo and plug-in, the traditional media in Shanghai made active party tests and explorations the use of new media in the exciting news reporting process of the Shanghai World Expo (Svensson, 2014).

In terms of reporting content, Shanghai's traditional media strives to distinguish itself from "the short, frequent, and fast" of new media, pursues a new and rich form of news reporting, strengthens reader interaction, and makes news reporting more in-depth through sophisticated news planning (Zhou, 2009).In terms of specific operations, traditional media actively seek to cooperate with new media technology platforms, combine traditional media content production with new media technology, expand news release channels, increase the breadth of content dissemination, and use new media to increase brand awareness (Lei, Li, & Luo, 2019).

A survey shows that in the first month of the Shanghai World Expo, the coverage of the Shanghai World Expo was very extensive, with an audience reach rate of 94.49%6, and 57.4% of the citizens preferred to pay attention to the World Expo through the media at night. In this case, 52.1% chose TV as the preferred information channel for understanding the Shanghai World Expo, and TV rose to the first media position in reporting this major event. It is worth noting that the return of network communication cannot be ignored. 26.79% of people choose the Internet as their preferred

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information channel to learn about the World Expo, which is far more than newspapers and broadcasts (Marzouk, 2021).

The rapid development of new media has impacted and challenged traditional media. Traditional media must adapt to the development of new media and start the road of change as soon as possible. This article attempts to analyze the way out for the reform and development of traditional media in the new media era by starting with the case of Shanghai traditional media using new media in the World Expo reporting. The author believes that summarizing and analyzing these innovative experiences will help inspire traditional media to integrate new media technologies better, achieve effective integration of media resources, and improve the communication effect of traditional media in the new media era.

II. Research Method

The research methods used in this paper include:

- *Content analysis method:* Regarding content analysis, many scholars have defined it. The most authoritative one is the definition given by American scholar Berelson in his book "Content Analysis: A Tool for Communication Studies" in 1954. Content analysis is a research method for the objective, systematic and quantitative description of apparent communication content (Lombard, Snyder-Duch, & Bracken, 2002).
- *Case study method:* A case study is a type of social survey, which is the opposite of a statistical survey. The word "case" comes from medical, psychological and legal research. A case study is a qualitative research method that systematically studies individuals, groups, organizations, or time to obtain rich and relevant information about the topic. Researchers often use the case study method when they wish to understand or explain a phenomenon (Leiner & Leiner, 2017).
- *Research method:* The research method is from social science research, concerned with the feasibility and practical significance of various variables in communication practice, adopting logical, systematic and mathematical inference analysis, starting from the characteristic research framework, and quantifying the evidence. Mode control seeks a phenomenon of universal significance and breadth, and its main focus is on prediction and control (Bowen, 2009).

III. Background of Weibo

2010 is known as the first year of China's Weibo. The Report on the Development of New Media in China (2011) issued by the Chinese Academy of Social Sciences named Weibo, and the most popular new media in 2010. The earliest and most famous "microblogging" is twitter in the United States. According to relevant public data, as of January 2010, this product has 7,500 registered users worldwide. In August 2009, Sina.com, the largest portal website in China, launched the beta version of "Sina Weibo", which became the first portal website to provide Weibo services. "Weibo" officially entered the field of mainstream Chinese Internet users.

The reason why Weibo can quickly become a new media that has been widely concerned and used is inseparable from its characteristics. Some scholars have summarized six characteristics of Weibo. Weibo Chuang can publish all kinds of new things and spiritual sparks on the Internet for the first time. The third innovative way of communication. Unlike face-to-face performances on blogs, Weibo is a back-to-face communication. At present, the instant messaging function of the Weibo website is very powerful, and the information update of the concerned Weibo can be displayed in one's personal space in time by writing directly through QQ or MSN. The publishing methods of Weibo shows a diversified trend (Zheng & Yu, 2016).

The threshold for publishing information on Weibo is low, the method is flexible, and the dissemination is rapid. Its news dissemination function has dramatically surpassed the traditional media, and it has a strong ability to create momentum and social mobilization in social media ("Memes to Movements: How the World's Most Viral Media Is Changing Social ... - An Xiao Mina - Google Books," n.d.).

The rapid popularity of Weibo has benefited from the demonstration effect of a group of celebrities. Beginning in 2009, IT celebrities Kai-Fu Lee, Ming Shi Yao Chen, Li Yuchun and others have opened Weibo on Sina. In addition to recording their lives on Weibo, celebrities also use Weibo to publish the latest news. For example, in September 2009, on Sina Weibo, Kai-Fu Lee announced his resignation from Google using his blog. In January 2009, there was heavy snowfall in Beijing, and Kai-Fu Lee was trapped in the capital airport because of the snow. He described his situation on Weibo, and this series of Weibo became the source of information and report content obtained by traditional media at that time.

In addition to the personal use of Weijing to publish information, Weibo has also become an essential part of the government's announcement of the news. President Obama has signed up for a Twitter account during his campaign to gain popular support (Abroms & Craig Lefebvre, 2009).

Traditional media have not fallen behind. Since the end of 2009, they have also started to register Weibo accounts on Sina.com, Tencent.com and other websites to create official Weibo accounts for the media. Taking Shanghai media as an example, "Morning News" published its first Weibo on Sina Weibo on June 16, 2009. Shanghai Dongguang News Channel published its first Weibo on Sina Bib on December 9, 2009. "Oriental Morning Post" also opened the "Turn Neck" on Sina and Tencent in October 2009 and March 2010.

After a period of exploration, in 2010, the traditional media in Shanghai have been able to use the scarf to release information, move with netizens, and actively use Weibo to expand news dissemination. At the same time, events such as Ding Huang's demolition of Weibo's live broadcast, father Xi's death and the collapse of the media, and the 3Q war ignited the Weibo platform making Weibo a powerful tool for people to participate in social theory. It is called the first year of Weibo.

By the end of October 2010, the number of Sina Weibo users had reached 5,000, and the average user posted more than 2,500 Weibo posts every day. According to Tencent data, the network access base of Kuixun Expo reached 5 billion times, and the number of users exceeded 600 million within 184 days. Tencent Weibo has grown since 2009. It was launched in October 2009, and the internal test was started on April 1, 2010. In February 2010, the number of cross-news Weibo users exceeded 100 million.

IV. Weibo and Traditional Media

It can be seen from the above cases that the sheer fullness and liveliness of Weibo dissemination is affecting and changing traditional media, making it necessary for traditional media to change their news production, communication mode and marketing promotion. However, judging from the current situation, in the context of the rise of new media, the correct direction for the traditional newspaper industry is not to abandon the original news production model but to have new segments and ways to integrate traditional media with new media. Integrate and leverage each other's strengths. Based on this understanding, the strategy of the newspaper industry to enter new media is not only a simple addition to the existing product form but, more importantly, to use emerging communication technologies and means of communication to innovate the entire process of newspaper production marketing and service. Also, to provide audiences with highly competitive news products (Andzulis, Panagopoulos, & Rapp, 2013).

The author believes that the integration of paper media and Weibo is an inevitable trend of paper media innovation. Facts have proved that paper media has begun to actively take advantage of the advantages of Weibo, expand reports and in-depth reports according to their characteristics, and strive to improve the quality of paper media.

The core of information dissemination is content. Although the emergence of new media, especially Weibo, has dramatically accelerated the speed of information dissemination. Its information dissemination often only provides first-hand superficial information to the audience the first time. Traditional media are losing their edge. When a reader reads newspaper news the next day, he may feel that much news is no longer fresh. Journalists in traditional media can no longer write news as before. Still, they must work on exclusive and in-depth reports, including follow-up reports on news events, strengthening news analysis and interpretation. When Weibo uses simple language to tell the essential information to the audience, the editorial team of traditional media needs to take action afterwards and know more than the history of Weibo.

The audience often wants to dig out the truth behind the characteristics of Weibo, such as forcing the traditional media to change the responsibility from simple authoritative information release to more pursuit of in-depth reports. Traditional media must go beyond the factual basis of Huibo, take advantage of traditional media's authority, credibility, and strong editorial power to pursue in-depth reports and exclusive reports in the news reporting mode, and pay attention to the angle and height of the report. The quality of news content makes the news more vitality and binds the audience. Therefore, newspapers should change their strategies and focus on in-depth reports to build hard news and use in-depth reports and comprehensive reports to meet readers' needs for a comprehensive understanding and in-depth interpretation of news information. Newspapers can fully play the advantages of traditional editing and explain the ins and outs of news events as clearly as possible (Dong, Liang, & He, 2017).

Compared with new media, traditional media has huge and professional editors, and traditional media has credibility and authority that new media cannot match. We should use these advantages to pursue in-depth interpretation of news facts and news planning capabilities. In-depth reports Shandong University is the breakthrough of traditional media in the new media era. It can be seen that although the sales sources of many news events now come from Weibo, the entire broadcast news content still comes from the creation of traditional media. Zhengbo provides a channel for traditional media but high-quality news. Information still needs to rely on traditional media to provide more than 60% (Rubin, 2019).

Because Weibo has a large group of netizens, it greatly enriches the amount of information and facilitates its dissemination. Although most of the news on Weibo cannot be directly adopted as news by traditional media, Weibo can become a traditional media. Taking 2011 as an example, Guo Meimei's show of wealth incident, XieZhiqiang, director of the Health Bureau of Linyang City, Jiangsu Province, opened the door incident on Weibo, all of which were first posted on Weibo and then attracted significant attention from traditional media. In the new media era, it will become the trend of future development that various media pay attention to significant events.

Usually, traditional media channels to obtain information mainly rely on the propaganda unit of the reporter's counterpart or rely on the reporter. In contrast, the robust interpersonal network of Weibo provides the traditional news media with a large amount of news information and clues. For example, with the increasing popularity of Weibo, more and more celebrities, enterprises and celebrities have begun to use Weibo and have been officially certified. The information published by these news focus figures on Weibo is very likely to become the traditional media. Weibo has expanded the news sources of traditional media reporters.

However, what needs to be emphasized here is that due to the trivial nature of Weibo, mixed false information, and one-sidedness, Weibo not only cannot replace traditional media reports, but traditional media must be very cautious when using Weibo sources. Moreover, the influence of traditional media on significant events and its influence on society cannot be ignored.

In many news events, although Weibo has seized the opportunity of timeliness, the authority of traditional media is still difficult to be surpassed by new media. For example, after the Huangqiang demolition incident in Xiyi, on September 16, 2010, the sisters of the Zhong family were preparing to take a flight to Beijing. Still, they were chased by local government officials and hid in the airport toilet. "Fenggang Weekly" reporter Deng Fei sent out more than 20 micro-eyes on Sina.

V. The Interaction of News Dissemination

The emergence of Micro Eyes has changed the single communication mode of traditional media and allowed interaction between traditional media and audiences. More and more traditional media are actively adapting to the changes in media form under the development of new media, making Weibo a booster of traditional media. Internationally renowned newspapers "The New York Times", "Wall Street Journal", and "The Guardian" have all opened official Weibo, and the official Weibo of "The New York Times" on Twitter has more than 90 followers. At the same time, more and more domestic traditional media have gradually opened official microblogs on Sina, Ranxun, Sohu and other online platforms. According to data, only the total number of certified official microblogs on Sina Weibo. It has reached nearly 2,000, and "Southern Metropolis Daily", "Sanlian Life Weekly", "Southern Weekly", "New Weekly", "China News Weekly", etc., have all opened official Weibo groups one after another.

In general, the Weibo publishing of traditional domestic media mainly covers three aspects: first, publishing news products on their official Weibo, and paper media usually use the form of headline news + front-page pictures; second, reprinting domestic and foreign major news; Third, use Weibo to carry out prize-winning activities with readers to attract readers to participate in topic discussions. Through Weibo, there is no doubt that traditional media has established a direct connection with the audience, making the audience feel a kind of affinity and achieving the effect of expanding their influence.

Taking Dongguang News Station as an example, during the Expo, the colleagues who held the Expo opening for three consecutive days also interacted with audiences and fans on Weibo, especially on the opening day of April 30. Dongguang News Station More than 70 Weibo posts was updated, and the opening theatrical performance and fireworks show were broadcast live on Weibo almost simultaneously. The number of fans increased rapidly during the program, leaving messages and comments very active. After comparison, it was found that in the three days of the live broadcast, the average number of fans increased by 21 per day, and the increase was noticeable (Liu, Zhou, & Zhang, 2017).

In addition, more and more traditional media are encouraging reporters and editors to open real-name microblogs to adapt to new communication methods. As an emergency reporter for the Shanghai TV station, Xuan Kene's Weibo attracted more than 30 fans. Xuan Kene not only used Weibo to publish the emergencies of his interviews but also established a huge fan base. Many netizens at the news site have provided him with news clues on the News Network. He even clearly stated in his profile that "news clues encourage private messages (Note: one of the functions of Weibo), and news is exclusively paid for.

Due to the identity and influence of traditional media, traditional media and their reporters' Weibo can easily attract the attention of many fans. Still, to better integrate media, do traditional media also need to use their brains in Weibo management? How to attract fan attention and encourage fans to provide news clues are all worthy of media research.

VI. A Case Study of the use of "Microblogging" in World Expo Reports

The Oriental Morning Post is one of the earliest newspapers in Shanghai's traditional media that opened on Weibo. During the Shanghai World Expo, Oriental Morning Post took advantage of Weibo to expand its reporting channels and form media integration. Taking the "Oriental Morning Post" Tencent Weibo as an example, during the Shanghai World Expo from May 1, 2010, to October 31, 2010. Two hundred three microblogs about "blogging" were published, and the content mainly included the "Oriental Morning Post". During this period, the number of fans of "He Dongfang Morning Post" and Luxun's Weibo has grown rapidly.

Figure 1: Shanghai world expo 2010

a) Increased Information Dissemination Channels

For traditional media, Weibo is an excellent interactive platform for newspapers and networks, which can organically combine the authority and credibility of traditional media with new media. Displaying the layout and reporting content of print media through Weibo increases the communication channels of traditional media. Also, it expands the popularity and influence of traditional media among new media users.

During the Shanghai World Expo, "Oriental Morning Post" actively used Weibo to publish the cover image of "Expo Daily", provided links to the headline news content, published essential news summaries, and achieved good results. Take the Weibo published by "Oriental Morning Post" on May 31, 2010, as an example, "Oriental Morning Post" published a microblog in the form of a combination of pictures and texts. If the time jumps, 2030 suddenly arrives; what will the newspaper look like on May 31, 2030? It is a newspaper dedicated to the future. The characters, times and events in this topic are fictitious, but the various technologies and concepts involved in the content are all from Shanghai. The Weibo was also accompanied by a picture of the special issue "Future Daily", obtained in just a few hours. 29 "reposts" and 20 "comments", which have achieved good results in the early days of the "Oriental Morning Post" Weibo operation. Some netizens said in the comments, "Interesting, look for the newspaper to see" "Creative." etc. At the same time, the Oriental Morning Post also gave feedback to netizens on time.

Through such interactive settings of "forwarding" and "commenting", "Oriental Morning Post" has realized the interaction with Weibo users and can timely know whether the news produced by the newspaper has attracted the attention of the audience and whether it has been achieved the purpose of news planning. It has formed a virtuous circle of interaction between "Newspaper.com". More importantly, since the Weibo platform is not subject to geographical restrictions, the Weibo release of "Oriental Morning Post" has also increased the exposure of its reported content and expanded the coverage of "Oriental Morning Post".

b) Influence of Internet

Diyuanxin survey data shows that more than 73% of Weibo users regard Weibo as an essential source of news, and Weibo has now become one of the essential sources for the media to track breaking news (Zhu, 2019). However, since everyone can publish information on Weibo, the authenticity of the news on Weibo is uneven. The Weibo published by traditional media is all information verified by professional reporters. It is authoritative, credible, and the most significant advantage On May 1, 2010, the opening day of the Shanghai World Expo, "Oriental Morning Post" Tencent Huibo published nearly 20 microblogs throughout the day and broke through the model of "publishing microblogs after newspapers", using reporters' microblogs to broadcast live. Weibo will be published in the form of the opening day situation. On the same day, Sun Qi, a reporter from the Morning Post, continued to publish: "Not all pavilions are eager to open the first time. For example, the staff at the South African pavilion in the afternoon are still debugging before the opening of the pavilion. The popular venue British pavilion queue is too long. Weibo information such as queuing up to enter the venue and working for at least 2 hours brought netizens the first-hand situation of the Expo site. Morning Post reporter Li Wei suggested on Weibo that tourists can visit the urban practice area more, as there are fewer tourists and more highlights. Shan Yu's Weibo has been verified by professional reporters of the Morning Post on the spot and released on half of the official Weibo of the Oriental Morning Post and successfully transforming the authority of traditional media into a "discourse right" on the Internet. e of traditional media publishing.

Service information in the World Expo news reports is the information that the audience cares about most, including transportation and catering, ticketing information, weather conditions, and queuing information in each exhibition hall. However, due to the single form of traditional media communication, it is impossible to provide the audience with this information in time. When the newspaper is published the next day, the information may be outdated for the audience, which may easily lead to the loss of the audience. On the other hand, Weibo provides a platform for traditional media to publish authoritative service information on time. So that traditional media can also gain the right to speak on the Internet.

"Oriental Morning Post" has invested a massive team of nearly 60 editors in reporting on the Expo. Different reporters are responsible for news reports in different areas of the Expo site. They maintain close contact with the organizers of the Shanghai World Expo and can obtain first-hand services in the fastest time. Information materials, in order not to be limited by time and layout. "Oriental Morning Post" uses the information obtained by reporters to use Weibo to publish its content on time, including weather forecasts, ticket information, traffic conditions, etc. service enhance the newspaper's credibility.

c) The Single Mode of Communication

Unlike radio and television, which can interact with audiences through live broadcasts, the biggest weakness of newspapers is that it is difficult to interact with readers. Especially in the Internet age, how to attract audiences to participate in newspaper discussions and activities has become a problem for newspapers. Weibo can help the media to complete the puzzle.

In addition, the "Oriental Morning Post" also conducted a prize-winning interaction with Tencent and put forward on Weibo, Which venue in the Shanghai World Expo looks like Yunxiu? Which pavilion in the Shanghai World Expo received the most tourists a few days ago? On the other hand, the first netizens who answer the four correct answers will win prizes. It can be seen that these types of interactive Weibo can attract at least 20 retweets and comments.

It can be seen that these interactive activities have attracted the attention of Weibo users to the Oriental Morning Post and achieved the purpose of attracting attention. In addition, Weibo can also help traditional media attract audiences and participate in topic discussions. On July 5, 2010, 66 days after the opening of the World Expo, just in time for the World Expo Youth Week, the Oriental Morning Post launched a long newsletter report on the Expo Generation. The "World Expo Generation" newsletter spans 13 pages, with a reporting capacity of 2 squares and more words. The article uses the young volunteers at the World Expo as an introduction, vividly recording the historical process of how the Chinese youth after 1990 experienced growth in the new era. The newsletter not only focuses on the present but also interviews Hui Lei about the deeds of Zhang Haiyou and Pan Xiao, which sparked social discussion in the early 1980s. Focusing on Shanghai or big cities, the interviews of many young people's stories in urban and rural China are unreasonable, trying to restore an honest and objective historical picture of the historical mission of the country's current post-90s bone year.

To initiate the discussion of the Expo-generation by a broad audience, the "Oriental Karma News" published the discussion on Weibo of the Expo-generation "Let's talk about the road of life again" through Tencent Weibo and Sina Weibo. On July 3, 2010, "Oriental Morning Post" published a microblog on Tencent: Understanding them is the only way to understand the future direction of China. The Morning Post launched a long-form newsletter and Expo Generation to record this generation and this era.Weibo provides a platform and resources for traditional media to discuss topics. Through the supplement of Weibo, the information content of the media page is more extensive and more comprehensive. It also changes the challenging tender situation for the traditional media platform to interact with the audience.

d) Weibo and anInformation Sources

"Oriental Morning Post" not only uses the microblogging platform to expand its media influence, but at the same time, microblog has also become an essential channel for its editorial team to obtain information sources. 2010 happened to be a year for the expansion of Weibo. Thousands of netizens set up Weibo on different Weibo platforms, and the number of Weibo audiences grew rapidly. Among the 7,000 square Expo visitors, there are huge Weibo users who have posted their visiting experiences and personal experience through Weibo.

For example, Sina Weibo had more than 500 users related to "World Expo" on September 15, 2010, and more than 810,000 Weibo contents mentioned the word "World Expo". Among those fans, such as World Expo Taiwan Pavilion and Chile Pavilion, the number is more than three corridor people. In addition, there are nearly 3 Expo-related videos on Tudou.com, most uploaded by visitors (Wang et al., 2014).

Many of this Weibo information released by Weibo users have become an essential channel for traditional media to obtain information sources. "Oriental Morning Post" is no exception. All Expo reporters of "Oriental Morning Post" have their Weibo. Through the function of Weibo, Expo reporters have opened official Weibo exhibition halls such as Taiwan Pavilion, Chile Pavilion, and the United States Pavilion. They track the information they publish on the microblogging platform and obtain news clues from them. In addition, ordinary users' microblogging has also become the object of their attention. By searching for keywords, World Expo reporters can find many news clues and summarize the audience through microblogging. There is no doubt that during the World Expo, Weibo became a virtual channel for the Expo reporters of the Oriental Morning Post to obtain information about the Bazaar. After a valuable source, journalists verify in-depth coverage of the news, making it newsworthy.

In March 2010, a post titled "Guidelines for 3-Day Tour of China's 2010 Shanghai World Expo" went viral on Weibo, and after being viewed by hundreds of thousands of netizens, it was referred to as the most popular folk blogging guide. Even the owner of the club, Han Min, shared this guide on the Internet and said that when the dog is the best to enter the park, the order of visiting the exhibition halls and the highlights of each exhibition hall have been interpreted and listed 3 How to visit the Expo site efficiently. After seeing this news on Weibo, the reporter from Oriental Morning Post immediately contacted the creator through Weibo and conducted an in-depth interview and report on him. On March 29, 2010, 2 full-page in-depth reports of "Morning Post Detailed Explanation of "The Best Folk Viewing Expo Raiders" and "3 Days Fun in the Expo Garden" were launched in 2019. From this case, it can be seen that half of the traditional media and new media can be combined to form complementary advantages that have a complementary effect.

In the context of new media, it has become more and more important for traditional media to form new media thinking. The operation concept of traditional media should undergo profound changes, and it must be transformed from a communication platform to an integrated communication platform. Just producing all the content can no longer meet today's diverse needs. Through a particular mechanism and material carrier, we can integrate various content resources and meet the needs of a common direction to adapt to the competition with new media. When an emergency occurs, it cannot be assumed that a photojournalist must be present, but it can be assumed that a reader or netizen with a camera phone must be present. Collecting their accidental income through a particular mechanism enriches not only the content resources but also satisfies their expressed desires (Fenton & Barassi, 2011). Weibo acts as such a platform, collecting what readers or netizens have seen and heard, and finally, through traditional methods.

VII. Conclusion

The development of new media has brought challenges to traditional media, but the power of traditional media has not been foreshadowed. The base is in developed countries, and their traditional media has not gone wrong because of the rise of new media. On the contrary, world-class newspapers such as The New York Times, The Guardian, and The Washington Post have embarked on their unique path of media integration by relying on new media technologies and platforms. According to the survey report on internet usage and impact in 12 cities in China and the survey report on internet usage and impact in 5 small cities in China released by the social development research centre of the Chinese academy of social Sciences, TV, radio, and newspapers are what netizens trust most. And the least trusted is the news on the Internet ("The Social Media Revolution: Exploring the Impact on Journalism and News Media Organizations - Inquiries Journal," n.d.).

There is no doubt that the relationship between new media and traditional media is not a relationship between replacing each other, but a relationship that becomes more and more dependent on each other. Traditional media must adapt to the era of new media, actively carry out cross-media cooperation, use the advantages of new media to develop themselves, break the boundaries of the media industry, and achieve multimedia and three-dimensional communication. It is also necessary to rely on traditional media to provide high-quality content products, which provides a significant opportunity for the development of traditional media.

The traditional media in China have already started their own new media practices. All traditional media have established their websites. In addition, they have also tried to stream media news reports, set up Gongfang Lai II, and build an all-media information platform. The strategies of traditional media to deal with new media can be summarized as follows:

- Traditional media must clarify their advantages and audience positioning, highlight the characteristics of the media, and focus on in-depth reports to avoid excessive loss of audiences. The most significant advantage of traditional media is its shared authority

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and credibility. The professional editing process ensures the authenticity and rigor of traditional media news products. In the Shanghai World Expo coverage, the Oriental Morning Post insisted on launching at least one in-depth report every month. In the case of the flood of Expo information, it has formed its characteristics and attracted the audience's attention with its large-scale and novel in-depth reports. The use of media and Weibo provides strong content support. In the era of new media, in-depth reporting has been paid more and more attention and has become an essential criterion for the audience to choose which newspaper to read. By continuously launching excellent in-depth reporting works with theoretical guiding value, traditional media can attract the audience and provide core competitiveness for cross-media development. Simply put, the new media era has put forward higher requirements for the news products of traditional media. In addition, traditional media should actively explore the diversification of news content products. The simple translation of the content of the flat paper media to other media, the translation of the newspaper does not conform to the habit of reading more, and it is not vital. For content production to enter the mobile client, it must be re-produced to meet its requirements. It must have the ability: one content, multiple channels, multiple releases, traditional media while maintaining the personality of different media. If the newspaper group does not make a layout earlier, the road to transformation will be impossible (Anderson, 2001). At present, the influential metropolitan newspapers in China such as "Oriental Morning Post", "Southern Metropolis Daily", and "Beijing News" not only have their websites but also have launched iPhone and IPAD versions of the client. Reading newspapers on mobile phones or tablet requires traditional media to consider the needs of new media platforms in content production to produce news products suitable for paper media reading and actively explore news suitable for new media platforms.

- Keeping pace with the times, innovating new media technology, and actively expanding the power of communication. It has become a trend for traditional media to rely on new media to take the road to digital development. Whether streaming media or eye-catching, they are actively adopted by major traditional media at home and abroad. Traditional media not only set up independent websites on the Internet but also actively adapt to the needs of network communication tools. Development, by opening official microblogs on social networking sites, adding streaming media news products on official websites, etc., to develop online platforms, and to expand the influence and appeal of traditional media in the Internet field. Traditional social media widely use Weibo among all the new media technologies. The use of Weibo by traditional media can Build a bridge between traditional media and audiences so that audiences can immediately and directly express their opinions on the information released by the media, making traditional media more friendly and attracting the attention of Internet users. In addition, by using Weibo, a fast news dissemination channel, publishing news content summaries, news pictures or important news links, the news content of traditional media can be promoted and released on time. Attracting Weibo users to pay attention to traditional media and achieve In-depth reading to enhance the influence of traditional media.
- Improve the hardware and strengthen the training of all media talents. Under the trend of continuous integration of traditional media and new media, the first thing that traditional media should improve the hardware equipment, changing the previous situation that a text reporter can interview with a pen and a photojournalist with a camera. To carry out streaming recording production, many traditional media in China have purchased photographic equipment with high-definition video function in the county and established a streaming media department, which has provided strong backing for streaming media production. Some traditional media have even established an "all-media centre" at the forefront. Their editorial teams not only do traditional text reports and photo photography but also provide a variety of media formats for newspaper websites, mobile clients, Weibo, etc. The epoch-making media has put forward higher requirements for the content production of traditional media. The content products of traditional media need to meet the requirements of one kind of content, multiple channels, and multiple releases. It also puts forward higher requirements for the editorial team of traditional media. Journalists have changed from "single-media type" to "all-media type", which has become an objective need under the development of media integration. All-media reporters must have the ability to collect text and pictures. The ability of shooting and audio and video collection should speed up the training and building of all-media composite reporters and build a collection and editing team that supports interviews and reports in various media forms to provide human resources for content production.

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4. Use of computer is recommended: As you are doing research in the field of management and business then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.

6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.
Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

19. Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

20. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

21. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

22. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

23. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.

- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- o Explain the value (significance) of the study.
- o Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- o Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- o Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

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Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals.

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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