Block 2: EDU-Pack outputs: regional scientific papers exchange
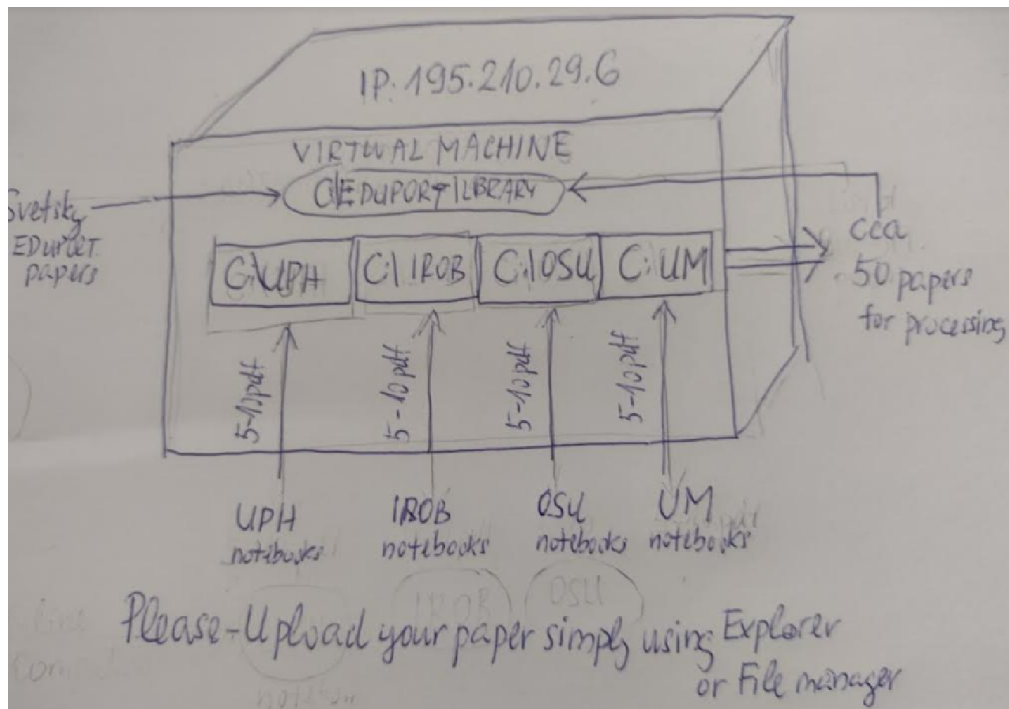## * V4 EDUPORT Library

Figure1: Instruction for uploading scientific papers to the partners folders on VM project computer (Virtual Machine IP 195.210.29.6, Windows 2022)

Note: *IROB delivered the pdf-papers also by email and Svetsky copied it to the folder C:\IROB on Virtual Machine shared V4 EDUPORT computer*

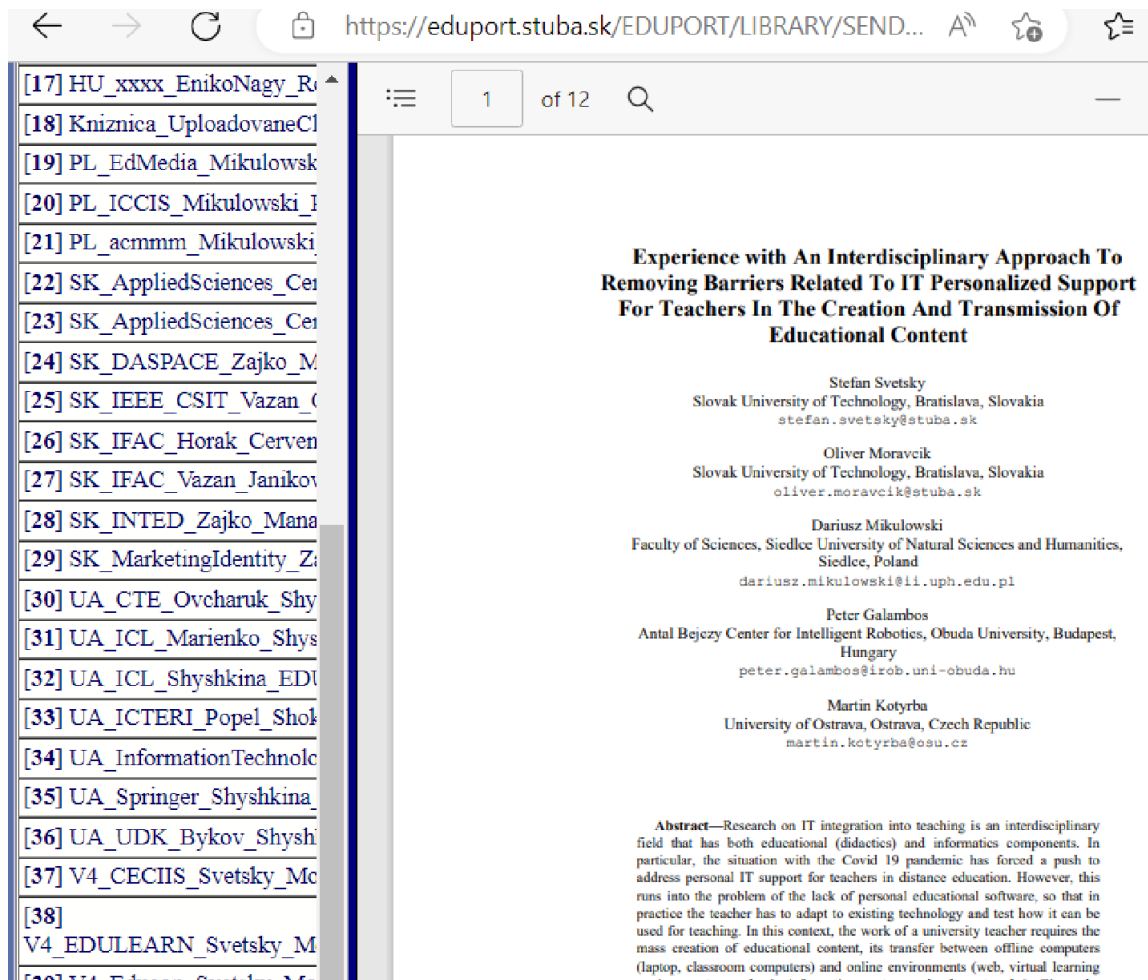## Output 1.1 - online public BASIC: The pdf_files-pack is accessible online at EDUPORT space as html:

https://eduport.stuba.sk/EDUPORT/LIBRARY/SENDLP.HTM

https://eduport.stuba.sk/EDUPORT/LIBRARY/SENDP.HTM

Figure 2: Screenshot example - opening for reading - the V4 Eduport project publishing paper at ICL 2022 conference in Vienna (PDF-EDU-Pack)

Output 1.2 - online public ==ADVANCED==

 The modified pdf_files-pack is accessible online at EDUPORT space as html
https://eduport.stuba.sk/EDUPORT/LIBRARY/SEND_PLP.HTM

https://eduport.stuba.sk/EDUPORT/LIBRARY/SEND_PP.HTM

Into the basic WPad table SEND_PDF abstracts were <u>copied</u> manually, ==plus it was html- <u>formatted,</u>== and in one record a note was made by the designer (Svetsky argues that ONTOLOGY could be a shared expertise of partners because WPad table is a primitive knowledge represeantation) - it is optimally to make a basic table by a teacher and give instruction for a student to modify the WPad table SEND - teachers have not required time for it
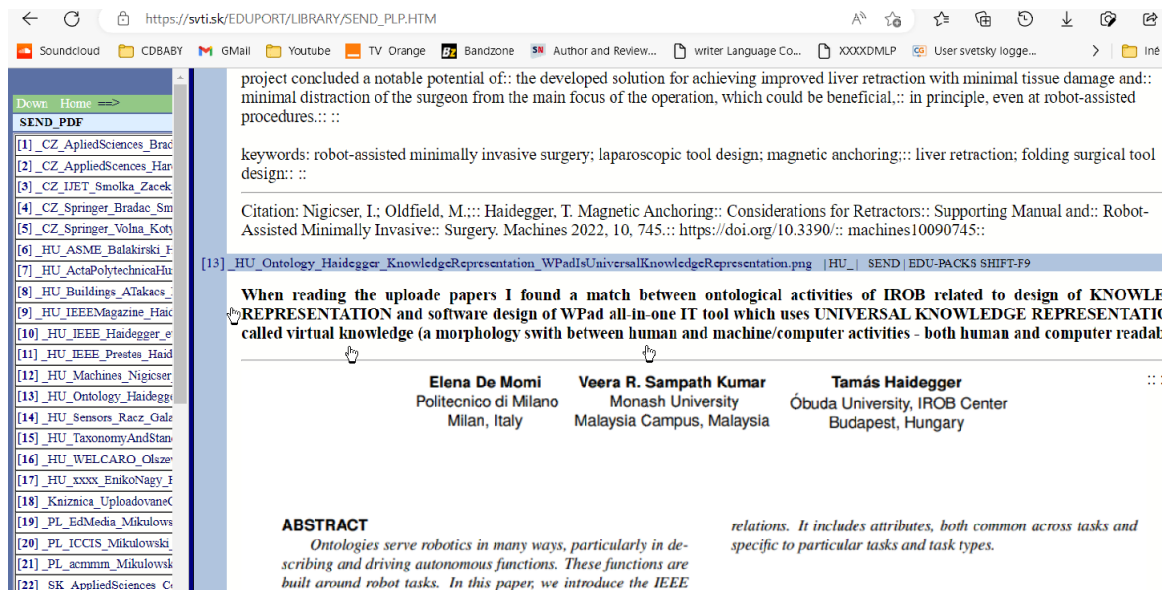
Figure 3: Screenshot example - a final version for eLearning or writing papers

Output 2 - at online VM project computer - not public: The same pdf_files-pack as html is accesible on the remote project's VM computer using the default browser (i.e. it is case when using Microsoft EDGE browser in VM)

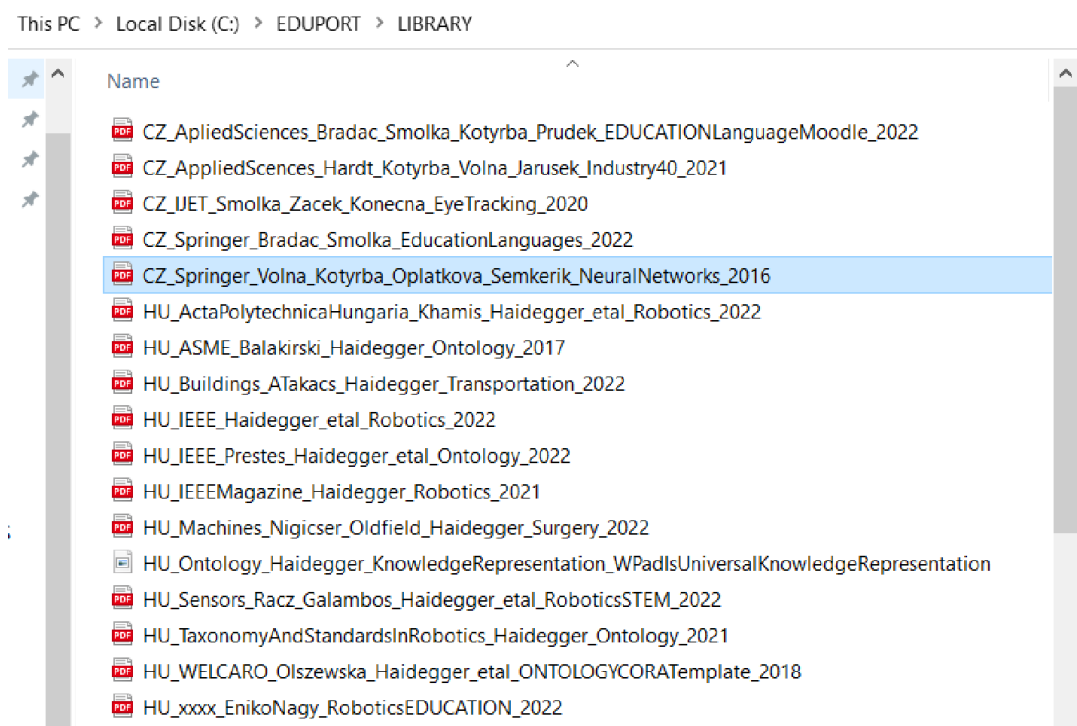<u>a) folder with pdf-files: c:\eduport\library</u>

Figure 4: Screenshot example - c:\eduport\library folder with pdf-papers

b) reading from desktop HTML-table - it is the same table as is at the internet. It is in VM project computer (c:\sv\qsv\SEND_PLP.HTM), or in off-line mode or one can read it from his notebook from VM desktop as illustred the following image if paths are synchronised
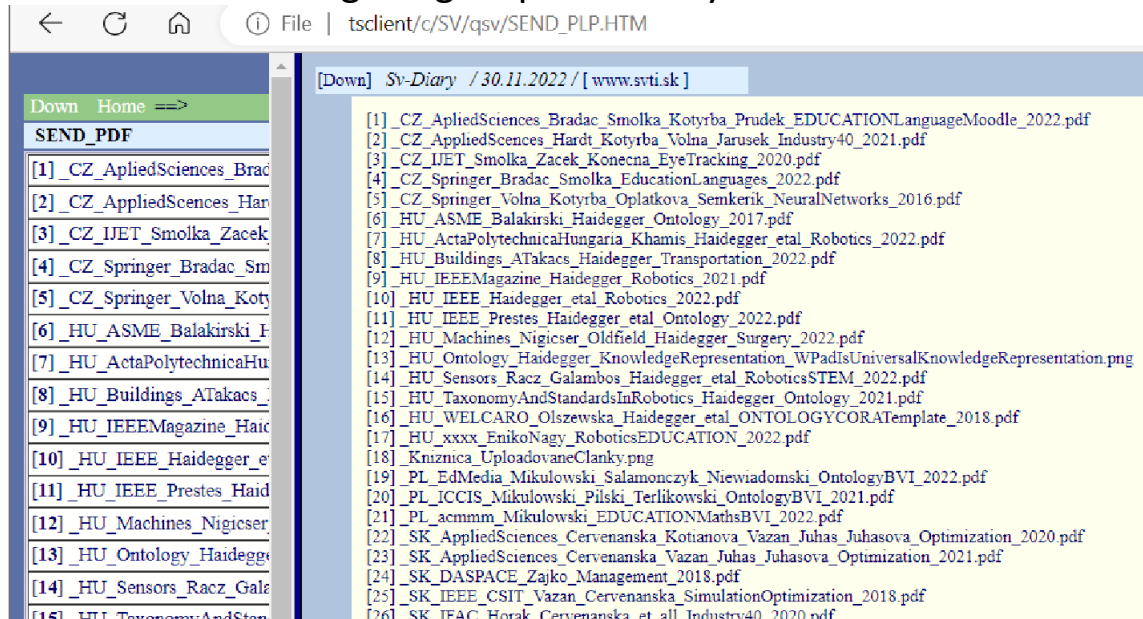

Figure 5: Screenshot example - opening for reading on VM but it illustrates reading from offline notebook (with the same folder and pdf-files)

Note: the offline html table SEND_PDF is viewed from Virtual Machinne by using this path file://\\tsclient\c\sv\qsv\SEND_PLP.HTM or by Windows explorer

Output 3.1 - desktop version in online VM project computer BASIC-not public, however in WPad environment:

The following table is a basic row table SEND obtained by writing c:\eduport\library to the KOD1 column and using SHIFT-F9 - the WPad table was uploaded from notebook to VM
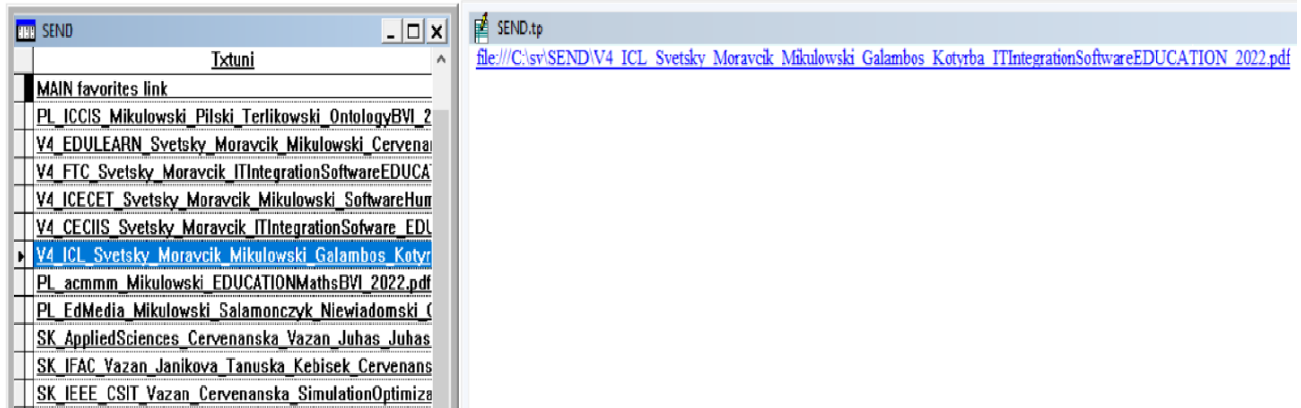
Figure 6: Raw WPad table - not formated for html - pdf-papers can be directly opened by ALT-F9 anr read or clicking on hypertext path in the right TP window

Output 3.2 - online VM project computer ==ADVANCED==- not public, however in WPad environment:

In the case 3.1- Figure 5 a hypertext system is used, i.e. in TP text field are offline paths or online links with pdf-papers. Figure 7 illustres a case when all pdf files were embedded into TP text field. Papers areopened by ALT-F9 as in the previous case.

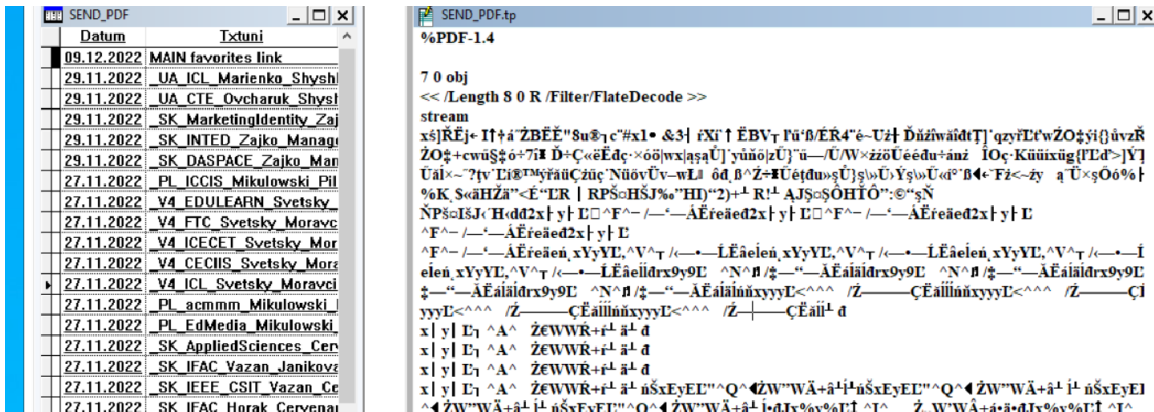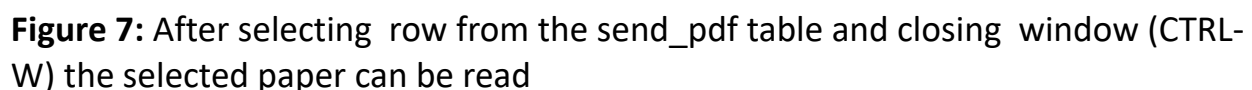

Figure 7: WPad table SEND_PDF containing embedded pdf-papers

Output 4 - EDU-IT block: C:\SV\pdf_pack_read.exe simple application

As one can see it is not needed to see the TP plain text field with pdf formating characters, as well, it could be good to take a pdf-packge table and use it for specific purposes as are educational packages, self-study packages, etc. where all content is concentrated in one package.   Within the project, EDU-IT block is planed (SK-PL) where a pilot modification for BVI users are designed (Blind and Visually Impaired). In other words, a BVI user would simply click to exe-file and can "read" the papers by BVI-readers   or by EDGE or PDF-software TTS (Text to Speech) functions. It is also good because notebooks and computers have a short life time or the user change institution etc,. so simply copies exe-file to USB or his repository and can use it.

Because people think, read or perform knowledge based processes generally in various ways, there are some posible variants that could be also designed as the application. This means, that controling the Wpad tables is possible by more ways. In the C:\SV\pdf_pack_read.exe example the user only select row and close window and can read papers in a loop, exit is by ESC.

So, this application C:\SV\pdf_pack_read.exe is on VM project computer as illustrated in Figure 7   - each expert can use it, read and give requirements and ideas for modifying the application.

Figure 7: After selecting row from the send_pdf table and closing window (CTRL-W) the selected paper can be read

The exe-file can be launched using icon on desktop or from TP text window writing: file://C:\SV\pdf_pack_read.exe or in the BVI case writing C:\SV\pdf_pack_read.exe to column KOD1 and usin ALT-F9

SUMMARY

In the previous text, a mass processing of eductional content from scientific papers in pdf-files was presented through several way using Wpad tables as containers. As was presented:

a) basic outputs 1.1, 2 and 3.1 - ==„row" WPad tables or HTML tables can be produced in minutes by teachers or students with basic IT skills==, because it is only required to have files in any folder (i.e. in our case around 40 pdf-files in folder c:\eduport\library) and click SHIFT-F9 (or use menu from previous project V4+ACARDC)

Note: „row" means that if a teacher has a final educational set of various files thus the output can be used also for placing to educational learning space (in previous project it was already demonstrated by D. Mikulowski or K. Takacs /IROB). Be aware that a teacher, researcher, student or single user in general is not oblige to create „super" tables

b) advanced outputs alrerady require more time to improve visual tailor-made tables

b1) when working only in WPad environment it is not time vasting and it depends only for what a teacher needs a set of WPad tables and HTML-tables are created from them simply by CTRL-F1 - it can take hours

b2) if a teacher wants to create a complex eLearning (HTML-tables) he must knows basics of HTML, i.e. to add/write HTML tags to his basic content - WPad is pre-programed that it works as a simple HTML editor and can process even a huge amounth of screenshots or images - in this case however it is needed to collaborate with designer (he has appropriate source code on his computers)

c) output 3.2 and 4 are specific cases when files are embeded automatic into the WPad table and were designed based on collaboration Svetsky - Mikulowski who are responsible for block EDU-IT - one can insert into the SEND_PDF table own pdf-papers but in the KOD1 must be properly offline path or internet links to the-

se pdf-files.

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Note: be aware that computer files, IT hardware or software are not compatible, i.e. it is not possible to use one solution, e.g.:

* Wpad is a desktop application running on notebooks or VM computer (cloud) - content is embeded in the tables

* PIKS chanells are PHP/MySQL application running only on internet - content is not in one place because database tables (with the same structure as WPad tables!) are on database servers and content must be loaded to web by PHP codes and MySQL commands (or in offline if one has instaled Appache server, WPad enables synchronisation - one can write PHP codes to Wpad tables)

* be aware that we have infrastructure and all-in-one software for processing educational content and tasks for partners is to deliver any kind of content so not design or test software. ==Because our communication only via emails would be extremely time wasting it is supposed that all partners - each with IT expertises - will use shared VM partner computer for uploading and processing content in a collaboratively way as was this collaboration for scientific papers exchange.==

Be also aware that such rapid and simple mass production of educational content on personal level is not described in scientific literature. If anyone knows about such case, do not hesitate to give us such information. It would be minimaly useful for Introduction to compare our virtual knowledge approach with similar solution.