

A Theory Of Fun For Game Design

Raph Koster

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Designing Gamified Systems is a fundamental guide for building essential skills in game and interaction design to revitalize and reimagine real world systems – from cities and corporations to schools and the military. Author Sari Gilbert develops a set of core principles and tools for using game thinking and interactive design to build motivation, explain hard concepts, broaden audiences, deepen commitments and enhance human relationships. Designing Gamified Systems includes: Topics such as gamified system design, behavioral psychology, marketing, business strategy, learning theory and instructional design Interviews with leaders and practitioners in this emerging field who explain how the job of the game designer is being redefined Exercises designed to both encourage big-picture thinking about gamified systems and help you experience and understand the challenges and nuances involved in designing them A companion website (www.gamifiedsystems.com) with additional materials to supplement learning and practice

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Legendary game designer and author of the classic "A Theory of Fun for Game Design," Raph Koster is back with his first volume of selected essays.

"Postmortems" collects new material and classic writings to provide a history of the development of virtual worlds, including behind-the-scenes glimpses of Ultima Online, Star Wars Galaxies, and more.

This book constitutes the refereed proceedings of the 11th International Conference on Blended Learning, ICBL 2018, held in Osaka, Japan, in July/August 2018. The 35 papers presented were carefully reviewed and selected from 94 submissions. The papers are organized in topical sections named: Experiences in Blended Learning, Content Development for Blended Learning, Assessment for Blended Learning, Computer-Support Collaborative Learning, Improved Flexibility of Learning Processes, Open Educational Resources, and Pedagogical and Psychological Issues.

Argues for the queer potential of video games While popular discussions about queerness in video games often focus on big-name, mainstream games that feature LGBTQ characters, like Mass Effect or Dragon Age, Bonnie Ruberg pushes the concept of queerness in games beyond a matter of representation, exploring how video games can be played, interpreted, and designed queerly, whether

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or not they include overtly LGBTQ content. Video Games Have Always Been Queer argues that the medium of video games itself can—and should—be read queerly. In the first book dedicated to bridging game studies and queer theory, Ruberg resists the common, reductive narrative that games are only now becoming more diverse. Revealing what reading D. A. Miller can bring to the popular 2007 video game Portal, or what Eve Sedgwick offers Pong, Ruberg models the ways game worlds offer players the opportunity to explore queer experience, affect, and desire. As players attempt to 'pass' in Octodad or explore the pleasure of failure in Burnout: Revenge, Ruberg asserts that, even within a dominant gaming culture that has proved to be openly hostile to those perceived as different, queer people have always belonged in video games—because video games have, in fact, always been queer.

Drawing on the tools of game design to fix democracy. Anyone who has ever been to a public hearing or community meeting would agree that participatory democracy can be boring. Hours of repetitive presentations, alternately alarmist or complacent, for or against, accompanied by constant heckling, often with no clear outcome or decision. Is this the best democracy can offer? In Making Democracy Fun, Josh Lerner offers a novel solution for the sad state of our deliberative democracy: the

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power of good game design. What if public meetings featured competition and collaboration (such as team challenges), clear rules (presented and modeled in multiple ways), measurable progress (such as scores and levels), and engaging sounds and visuals? These game mechanics would make meetings more effective and more enjoyable—even fun. Lerner reports that institutions as diverse as the United Nations, the U.S. Army, and grassroots community groups are already using games and game-like processes to encourage participation. Drawing on more than a decade of practical experience and extensive research, he explains how games have been integrated into a variety of public programs in North and South America. He offers rich stories of game techniques in action, in children's councils, social service programs, and participatory budgeting and planning. With these real-world examples in mind, Lerner describes five kinds of games and twenty-six game mechanics that are especially relevant for democracy. He finds that when governments and organizations use games and design their programs to be more like games, public participation becomes more attractive, effective, and transparent. Game design can make democracy fun—and make it work.

How the tools and concepts for making games are connected to what games can and do mean; with examples ranging from Papers, Please to Dys4ia. In

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How Pac-Man Eats, Noah Wardrip-Fruin considers two questions: What are the fundamental ways that games work? And how can games be about something? Wardrip-Fruin argues that the two issues are related. Bridging formalist and culturally engaged approaches, he shows how the tools and concepts for making games are connected to what games can and do mean. Wardrip-Fruin proposes that games work at a fundamental level on which their mechanics depend: operational logics. Games are about things because they use play to address topics; they do this through playable models (of which operational logics are the primary building blocks): larger structures used to represent what happens in a game world that relate meaningfully to a theme. Game creators can expand the expressiveness of games, Wardrip-Fruin explains, by expanding an operational logic. Pac-Man can eat, for example, because a game designer expanded the meaning of collision from hitting things to consuming them. Wardrip-Fruin describes strategies game creators use to expand what can be said through games, with examples drawn from indie games, art games, and research games that address themes ranging from border policy to gender transition. These include Papers, Please, which illustrates expansive uses of pattern matching; Prom Week, for which the game's developers created a model of social volition to enable richer relationships

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between characters; and *Dys4ia*, which demonstrates a design approach that supports game metaphors of high complexity.

Education is increasingly being involved with technological resources in order to meet the needs of emerging generations, consequently changing the way people teach and learn. Game-based learning is a growing aspect of pedagogical practice, and it is important to disseminate research trends and innovations in this field. *The Handbook of Research on Immersive Digital Games in Educational Environments* provides emerging research exploring the theoretical and practical aspects of digital games and technological resources and applications within contemporary education. Featuring coverage on a broad range of topics such as digital integration, educational simulation, and learning theories, this book is ideally designed for teachers, pre-service teachers, students, educational researchers, and education software developers seeking current research on diverse immersive platforms and three-dimensional environments that support the creation of digital games and other applications to improve teaching and learning processes.

A game designer considers the experience of play, why games have rules, and the relationship of play and narrative. The impulse toward play is very ancient, not only pre-cultural but pre-human; zoologists have identified play behaviors in turtles and in chimpanzees. Games have existed since antiquity; 5,000-year-old board games have been recovered from Egyptian tombs. And yet we still lack a critical language for thinking about

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play. Game designers are better at answering small questions ("Why is this battle boring?") than big ones ("What does this game mean?"). In this book, the game designer Brian Upton analyzes the experience of play--how playful activities unfold from moment to moment and how the rules we adopt constrain that unfolding. Drawing on games that range from Monopoly to Dungeons & Dragons to Guitar Hero, Upton develops a framework for understanding play, introducing a set of critical tools that can help us analyze games and game designs and identify ways in which they succeed or fail. Essays discuss the terminology, etymology, and history of key terms, offering a foundation for critical historical studies of games. Even as the field of game studies has flourished, critical historical studies of games have lagged behind other areas of research. Histories have generally been fact-by-fact chronicles; fundamental terms of game design and development, technology, and play have rarely been examined in the context of their historical, etymological, and conceptual underpinnings. This volume attempts to "debug" the flawed historiography of video games. It offers original essays on key concepts in game studies, arranged as in a lexicon—from "Amusement Arcade" to "Embodiment" and "Game Art" to "Simulation" and "World Building." Written by scholars and practitioners from a variety of disciplines, including game development, curatorship, media archaeology, cultural studies, and technology studies, the essays offer a series of distinctive critical "takes" on historical topics. The majority of essays look at game history from the outside in; some take deep

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dives into the histories of play and simulation to provide context for the development of electronic and digital games; others take on such technological components of games as code and audio. Not all essays are history or historical etymology—there is an analysis of game design, and a discussion of intellectual property—but they nonetheless raise questions for historians to consider. Taken together, the essays offer a foundation for the emerging study of game history. Contributors Marcelo Aranda, Brooke Belisle, Caetlin Benson-Allott, Stephanie Boluk, Jennifer deWinter, J. P. Dyson, Kate Edwards, Mary Flanagan, Jacob Gaboury, William Gibbons, Raiford Guins, Erkki Huhtamo, Don Ihde, Jon Ippolito, Katherine Isbister, Mikael Jakobsson, Steven E. Jones, Jesper Juul, Eric Kaltman, Matthew G. Kirschenbaum, Carly A. Kocurek, Peter Krapp, Patrick LeMieux, Henry Lowood, Esther MacCallum-Stewart, Ken S. McAllister, Nick Monfort, David Myers, James Newman, Jenna Ng, Michael Nitsche, Laine Nooney, Hector Postigo, Jas Purewal, René H. Reynolds, Judd Ethan Ruggill, Marie-Laure Ryan, Katie Salen Tekinba?, Anastasia Salter, Mark Sample, Bobby Schweizer, John Sharp, Miguel Sicart, Rebecca Elisabeth Skinner, Melanie Swalwell, David Thomas, Samuel Tobin, Emma Witkowski, Mark J.P. Wolf

In this paper we develop homotopy theoretical methods for studying diagrams. In particular we explain how to construct homotopy colimits and limits in an arbitrary model category. The key concept we introduce is that of a model approximation. A model approximation of a category \mathcal{C} with a given class of weak

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equivalences is a model category \mathcal{M} together with a pair of adjoint functors $\mathcal{M} \rightleftarrows \mathcal{C}$ which satisfy certain properties. Our key result says that if \mathcal{C} admits a model approximation then so does the functor category $\text{Fun}(I, \mathcal{C})$. From the homotopy theoretical point of view categories with model approximations have similar properties to those of model categories. They admit homotopy categories (localizations with respect to weak equivalences). They also can be used to construct derived functors by taking the analogs of fibrant and cofibrant replacements. A category with weak equivalences can have several useful model approximations. We take advantage of this possibility and in each situation choose one that suits our needs. In this way we prove all the fundamental properties of the homotopy colimit and limit: Fubini Theorem (the homotopy colimit -respectively limit- commutes with itself), Thomason's theorem about diagrams indexed by Grothendieck constructions, and cofinality statements. Since the model approximations we present here consist of certain functors "indexed by spaces", the key role in all our arguments is played by the geometric nature of the indexing categories. An examination of technology-based education initiatives—from MOOCs to virtual worlds—that argues against treating education as a product rather than a process. Behind the lectern stands the professor, deploying course management systems, online quizzes, wireless clickers, PowerPoint slides, podcasts, and plagiarism-detection software. In the seats are the

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students, armed with smartphones, laptops, tablets, music players, and social networking. Although these two forces seem poised to do battle with each other, they are really both taking part in a war on learning itself. In this book, Elizabeth Losh examines current efforts to “reform” higher education by applying technological solutions to problems in teaching and learning. She finds that many of these initiatives fail because they treat education as a product rather than a process. Highly touted schemes—video games for the classroom, for example, or the distribution of iPads—let students down because they promote consumption rather than intellectual development. Losh analyzes recent trends in postsecondary education and the rhetoric around them, often drawing on first-person accounts. In an effort to identify educational technologies that might actually work, she looks at strategies including MOOCs (massive open online courses), the gamification of subject matter, remix pedagogy, video lectures (from Randy Pausch to “the Baked Professor”), and educational virtual worlds. Finally, Losh outlines six basic principles of digital learning and describes several successful university-based initiatives. Her book will be essential reading for campus decision makers—and for anyone who cares about education and technology.

Game designers spend their lives solving extraordinary problems and facing mind-bending paradoxes. It’s their job to make a meticulous plan for “spontaneous fun” players will want to experience over and over again. Pressure is heaped on with demands for innovation and blockbuster status. So designers find themselves facing

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an abyss of problems, pressure, and possibilities, armed only with their brains and an assortment of design principles they picked up over years of experience. For the first time, 100 Principles of Game Design gathers some of the best of these big ideas into one toolkit. Seasoned designers will be glad they don't have to hold it all in their heads anymore, and beginning design students can use the book to learn the tools of the trade. When the going gets tough, everyone can turn to this book for guidance, inspiration, or just to remind them of what works. Collected from every popular school of thought in game design, these core principles are organized by theme: innovation, creation, balancing, and troubleshooting.

- Includes advances from the world's leading authorities on game design, some explained by the creators themselves
- A reference book of finite, individual principles for easy access, providing a jumping off point for further research
- Principles originating in fields as diverse as architecture, psychiatry, and economics, but shown here as they apply to game design
- Richly designed with illustrations and photos, making each principle easy to understand and memorable
- Timeless approach includes feedback loops, game mechanics, prototyping, economies of scale, user-centered design, and much more

Professional designers and instructors at one of the world's leading game design institutions lay out the building blocks of diverse knowledge required to design even the simplest of games.

Discover the Most Comprehensible Beginner's Guide to Coding for Children, Packed with Fun Coding Activities

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and Games All Kids Will Love Dear friend, Do you have a little smartypants running around your home? Would you like to ensure the brightest possible future for your child? If so, then this book is a perfect choice for both of you. This bundle is an excellent choice for all children who are interested in the world of computers, programming, and coding. It is specially made for kids aged from 8 to 12 that have no prior knowledge of coding. Here is what this bundle can teach your child: Game-based learning - there's no better way for kids to learn than through playing and fun activities that will capture your child's attention. 40+ fun coding activities and games - this bundle is packed with more than 40 fun activities that will introduce coding to your child and help them grasp the basic skills from a very young age. Easy-to-follow guidance - Straightforward directions and tips keep young coders engaged every step of the way, making sure they don't make mistakes or get discouraged. Creating games from scratch - all kids love video games. These guides will teach your little genius how to develop simple games (such as tic-tac-toe) from scratch. Benefits of coding - The books involve a section devoted to the benefits of coding that will teach your child how valuable this set of skills is and maintain their interest in learning. So what are you waiting for? Children are never too young to start learning skills that will help them become successful in life. Teach your child the basic skills related to the most promising industry today! Scroll up, click on "Buy Now with 1-Click", and Get Your Copy Now!

Now in full color, the 10th anniversary edition of this

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classic book takes you deep into the influences that underlie modern video games, and examines the elements they share with traditional games such as checkers. At the heart of his exploration, veteran game designer Raph Koster takes a close look at the concept of fun and why it's the most vital element in any game. Why do some games become boring quickly, while others remain fun for years? How do games serve as fundamental and powerful learning tools? Whether you're a game developer, dedicated gamer, or curious observer, this illustrated, fully updated edition helps you understand what drives this major cultural force, and inspires you to take it further. You'll discover that: Games play into our innate ability to seek patterns and solve puzzles Most successful games are built upon the same elements Slightly more females than males now play games Many games still teach primitive survival skills Fictional dressing for modern games is more developed than the conceptual elements Truly creative designers seldom use other games for inspiration Games are beginning to evolve beyond their prehistoric origins

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Over the past decade, diverse organizations have been turning to open source software for their technological needs, in both internal processes management and public interaction. Turning the data generated by organizations ranging from universities to large corporations into usable information has plagued users for years, making open source solutions one of the primary goals of these institutions. Open Source Solutions for Knowledge Management and

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Technological Ecosystems addresses the issues surrounding the search for each organization's unique data management needs, defining the tools necessary to fulfill them within their technological ecosystem, along with the selection, interoperability, and integration of these tools. This book is ideal for managers, business professionals, software engineers, information technology professionals, and students of business and IT.

Discusses the essential elements in creating a successful game, how playing games and learning are connected, and what makes a game boring or fun.

Improving Learning in a Professional Context provides vital new evidence on exactly how teachers learn to be teachers; evidence that is likely to affect and influence the profession for many years to come. Demonstrating that learning in schools is more than simple 'cognitive' knowledge of the curriculum and teaching skills, this book suggests that we need to pay more attention to the emotional, relational, ethical, material, structural and temporal dimensions of the teaching experience. Based on empirical research, including interviews with new teachers, by teachers themselves, on a scale rarely seen before, the book reveals the complexity of learning in a professional context and gives some basic truths about what really matters in teaching. This book offers a fundamental critique of policy but also the prospect of constructive change for the better as the authors present accounts of what the 'real' experience of beginning teaching may be like, as well as lines for future research. Key questions are answered, such as: Do we really understand what beginners go through in the workplace? What is the experience of new teachers as they join one of the largest workforces in the developed world? What do teachers learn in the school, one of our universal institutions? Becoming a teacher is a transformative search by individuals for their

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teaching identities and, with this book, teachers and teacher educators can at last begin to understand this complex developmental process. IMPROVING LEARNING SERIES The Improving Learning series supports evidence-informed professional practice and policy-making in education. Each book showcases findings from the Teaching and Learning Research Programme (TLRP) - one of the world's largest coordinated educational research initiatives. For those with a commitment to the improvement of outcomes for learners, these books are essential reading.

Reclaiming fun as a meaningful concept for understanding games and play. "Fun" is somewhat ambiguous. Is something fun, is it pleasant? Entertaining? Silly? A way to trick students into learning? Fun also has baggage—it seems inconsequential, embarrassing, child's play. In *Fun, Taste, & Games*, John Sharp and David Thomas reclaim fun as a productive and meaningful tool for understanding and appreciating play and games. They position fun at the heart of the aesthetics of games. As beauty was to art, they argue, fun is to play and games—the aesthetic goal that we measure our experiences and interpretations against. Sharp and Thomas use this fun-centered aesthetic framework to explore a range of games and game issues—from workplace bingo to *Meow Wolf*, from basketball to *Myst*, from the consumer marketplace to Marcel Duchamp. They begin by outlining three elements for understanding the drive, creation, and experience of fun: set-outsideness, ludic forms, and ambiguity. Moving from theory to practice and back again, they explore the complicated relationships among the titular fun, taste, and games. They consider, among other things, the dismissal of fun by game journalists and designers; the seminal but underinfluential game *Myst*, and how tastes change over time; the shattering of the gamer community in Gamergate; and an aesthetics of play that goes beyond

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of Bogost's comparative approach can be seen in his discussions of works by such philosophers and theorists as Plato, Badiou, Zizek, and McLuhan, and in his analysis of numerous videogames including Pong, Half-Life, and Star Wars Galaxies. Bogost draws on object technology and complex adaptive systems theory for his method of unit analysis, underscoring the configurative aspects of a wide variety of human processes. His extended analysis of freedom in large virtual spaces examines Grand Theft Auto 3, The Legend of Zelda, Flaubert's Madame Bovary, and Joyce's Ulysses. In Unit Operations, Bogost not only offers a new methodology for videogame criticism but argues for the possibility of real collaboration between the humanities and information technology.

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This book examines how business, the social sciences, science and technology will impact the future of ASEAN. Following the ASEAN VISION 2020, it analyses the issues faced by ASEAN countries, which are diverse, while also positioning ASEAN as a competitive entity through partnerships. On the 30th anniversary of ASEAN, all ASEAN leaders agreed to the establishment of the ASEAN VISION 2020, which delineates the formation of a peaceful, stable and dynamically developed region while maintaining a community of caring societies in Malaysia, Indonesia, Singapore, Brunei, Vietnam, Thailand, the Philippines, Myanmar, Laos and Cambodia. In keeping with this aspiration, Universiti Teknologi MARA (UitM) Perlis took the initial steps to organise conferences and activities that highlight the role of the ASEAN region. The Second International Conference on the Future of ASEAN (ICoFA) 2017 was organised by the Office of Academic Affairs, Universiti Teknologi MARA Perlis, to promote more

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comprehensive integration among ASEAN members. This book, divided into two volumes, offers a useful guide for all those engaged in research on business, the social sciences, science and technology. It will also benefit researchers worldwide who want to gain more knowledge about ASEAN countries.

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This is an astonishing collection of ideas, information, and instruction from one of the true pioneers of Massively-Multiplayer Online Role-Playing Games. MMOs from the Inside Out: The History, Design, Fun, and Art of Massively-Multiplayer Role-playing Games speaks to the designers and players of MMOs, taking it as axiomatic that such games are inspirational and boundless forces for good. The aim of this book is to enthuse an up-coming generation of designers, to inspire and educate players and designers-to-be, and to reinvigorate those already working in the field who might be wondering if it's still all worthwhile. Playing MMOs is about fun, immersion, and identity. Creating MMOs is about imagination, expression, and art. MMOs are so packed with potential that today's examples are little more than small, pioneering colonies on the shore of a vast, uncharted continent. What wonders wait beyond the horizon? What treasures will explorers bring back to amaze us? MMOs from the Inside Out is for people with a spark of creativity: it pours gasoline on that spark. It: Explains what MMOs are, what they once were, and what they could – and should – become. Delves into why players play, and why designers design. Encourages, enthuses, enrages, engages, enlightens, envisions, and enchants. Doesn't tell you what to think, it tells

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you to think. What You Will Learn: Myriad ways to improve MMOs – and to decide for yourself whether these are improvements. What MMOs are; who plays them, and why. How MMOs became what they are, and what this means for what they will become. That you have it in you to make MMOs yourself. Whom This Book is For: MMOs from the Inside Out is a book for those who wish to know more about game design in general and MMO design in particular. It's for people who play MMOs, for people who design MMOs, and for people who study MMOs. It's for people with a yearning to see beyond the world around them and to make manifest the worlds of their imagination.

This book constitutes the refereed proceedings of the 16th International Conference on Entertainment Computing, ICEC 2017, held in Tsukuba City, Japan, in September 2017. The 16 full papers, 13 short papers, and 2 posters presented were carefully reviewed and selected from 46 submissions.

To create a great video game, you must start with a solid game design: A well-designed game is easier to build, more entertaining, and has a better chance of succeeding in the marketplace. Here to teach you the essential skills of player-centric game design is one of the industry's leading authorities, who offers a first-hand look into the process, from initial concept to final tuning. Now in its second edition, this updated classic reference by Ernest Adams offers a complete and practical approach to game design, and includes material on concept development, gameplay design, core mechanics, user interfaces, storytelling, and balancing. In an easy-to-follow approach, Adams analyzes the specific design challenges of all the major game genres and shows you how to apply the principles of game design to each one. You'll learn how to: Define the challenges and actions at the heart of the gameplay. Write a high-concept document, a treatment, and a full design script. Understand the essentials

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In recent years, there has been growing interest in the use of digital games to enhance teaching and learning at all educational levels, from early years through to lifelong learning, in formal and informal settings. The study of games and learning, however, takes a broader view of the relationship between games and learning, and has a diverse multi-disciplinary background. Digital Games and Learning: Research and Theory provides a clear and concise critical theoretical overview of the field of digital games and learning from a cross-disciplinary perspective. Taking into account research and theory from areas as varied as computer science, psychology, education, neuroscience, and game design, this book aims to synthesise work that is relevant to the study of games and learning. It focuses on four aspects of digital games: games as active learning environments, games as motivational tools, games as playgrounds, and games as learning technologies, and explores each of these areas in detail. This book is an essential guide for researchers, designers, teachers, practitioners, and policy makers who want to better understand the relationship between games and learning.

Music is a central component of video games. This book provides methods and concepts for understanding how game music works.

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