參考網址: <https://docs.python.org/3/howto/regex.html>

The following list of special sequences isn’t complete. For a complete list of sequences and expanded class definitions for Unicode string patterns, see the last part of Regular Expression Syntax in the Standard Library reference. In general, the Unicode versions match any character that’s in the appropriate category in the Unicode database.

\d

Matches any decimal digit; this is equivalent to the class [0-9].

\D

Matches any non-digit character; this is equivalent to the class [^0-9].

**\s**

**Matches any whitespace character; this is equivalent to the class [ \t\n\r\f\v].**

**\S**

**Matches any non-whitespace character; this is equivalent to the class [^ \t\n\r\f\v].**

\w

Matches any alphanumeric character; this is equivalent to the class [a-zA-Z0-9\_].

\W

Matches any non-alphanumeric character; this is equivalent to the class [^a-zA-Z0-9\_].

These sequences can be included inside a character class. For example, [\s,.] is a character class that will match any whitespace character, or ',' or '.'.

The final metacharacter in this section is .. It matches anything except a newline character, and there’s an alternate mode (re.DOTALL) where it will match even a newline. '.' is often used where you want to match “any character”.

書籍: 處理大數據的必備美工刀-全支援中文的正規表示法精解 p.4-1, 5-6, 14-16

\b: 單字邊界的設定參考書籍: 處理大數據的必備美工刀-全支援中文的正規表示法精解 p.4-2

任意切割多個定界符來切分字串的參考書籍:

Python錦囊妙計p.41、

**範例:**

#文字檔案切段模式:

***data\_split\_pattern = r"(?m)^\n"***

#切段後存放地點:

***set1 = []***

"""

(?m): 顯示為多行模式，再進行pattern設定(因為字串是多行組成)。

目前 r"(?m)^\n" 這一組模式會判定跳空行，在set裡的顯示為' ',

如果是一組段落，裡面也有個別的換行，只是沒有空行，在set裡的顯示為' 第一行\n 空白間隔\n 第二行\n',

也就是這一組的切割以空行為判斷，但我是設定為\n而非\s，可能是python的\s在ASCII等效於\n，同時又是空白符號的判斷所制，

所以換行是以整行空白為判斷基準，在字串切割函式re.split()。

"""

***with open("C://Users//Eric//PycharmProjects//untitled//可用情境學習文獻節錄.txt", 'rt', encoding="utf8") as f:***

***data = f.read()***

***print("切割句子=============切割句子=================切割句子")***

***for y in re.split(data\_split\_pattern, data):***

***set1.append(y)***

***print(set1)***

**結果:**

切割句子=============切割句子=================切割句子

['\ufeff\nSituated Learning stresses the importance of the context in which learning takes place. (情境學習強調在學習發生的背景的重要性。)\n', 'The Situated Learning theory states that learning requires theoretical concepts learned in the classroom to be linked to practical situations in authentic contexts where they can be applied [1,2]. \nThe way in which humans learn implies practicing the concepts acquired in theory [3]. Moreover, teaching and learning activities involving conceptual knowledge (learned inside a classroom), and practical implementation (in real situations) are not only complementary, but also feedback each other in a process of ongoing and increasing interaction.\n情境學習理論認為學習需要在課堂學到的理論概念被掛在真實情境的實際情況下，它們可以應用[1,2]。 \n的方式，人類學習意味著實踐中的理論[3]獲得的概念。此外，教學和涉及概念性知識（一間教室裡學習），並實際執行（在實際情況下）學習活動不僅互補，而且反饋對方正在進行，增加互動的過程。\nZurita, G., Baloian, N., & Frez, J. (2014). Using the cloud to develop applications supporting geo-collaborative Situated Learning.\xa0Future Generation Computer Systems,\xa034, 124-137.\n', '', 'Theodorakopoulos, McGowan, Bennett, Kakabadse, & Figueira(2014)以情境學習的學習方式，探討現實複雜情境下的創業與管理經營技術知識的學習\nFrom a social constructionist/practice-based perspective, SLT offers a potent theoretical lens for enhancing understanding of entrepreneurial action relating to diversification into high-value added/technical clothing context, by examining the management of technology underpinning such entrepreneurial action on the platform of social, participative practice. During the last two decades the theory has been gaining momentum in organisational studies concerned with learning, knowledge and innovation, providing an alternative to conventional organisational learning approaches. The centrepiece of SLT is the notion of communities of practice (CoPs), which provides the embedding generative framework for the development of new knowledge, emphasising the need to understand learning and know-how related to innovation as social micro-processes (Brown and Duguid, 2001; Wenger, 1998; Tsoukas, 2002; Tsoukas and Mylonopoulos, 2004; Snyder and Wenger, 2010).\nHence, learning as change and innovation occurs through participation in social micro-processes related to practice, within CoPs, where new meanings and identities are (re)created. The term “practice” signifies a regular activity, such as work, especially within a profession.\n從社會建構/實踐為基礎的角度來看，SLT提供了有力的理論透鏡，提高創業行動與多樣化，高附加值/服裝技術方面的了解，通過檢查技術的管理社會的平台支撐這樣的創業行動，參與實踐。在過去的二十年裡，理論已經獲得的有關學習，知識和創新組織學習的動力，提供了一種替代傳統的組織學習方式。SLT的核心是實踐（COPS），它提供了新知識的發展嵌入生成框架的社區的概念，強調需要了解和學習的知識與創新為社會微觀過程（布朗和杜吉德，2001;溫格，1998; Tsoukas，2002; Tsoukas和Mylonopoulos，2004; Snyder和溫格，2010）。 \n因此，學習，變革和創新是通過參與實踐，警察，其中新的涵義和特徵是（重新）建立在相關的社會微觀過程。所謂“實踐”標誌著一個常規性活動，如工作，尤其是在一個行業。\n', 'Situated learning theorists maintain that change, learning and innovation (or learning as change and innovation) takes place in the interface between members of interrelated CoPs (Brown and Duguid, 1998; Wenger, 2000; Swan et al., 2002; Wenger et al., 2002; Scarbrough et al., 2004; Snyder and Wenger, 2010). Constellations of interrelated CoPs form a “social learning system” (Wenger, 2000) that produces an “ecology of knowledge” (Brown and Duguid, 1998). Employees, beyond being members of their organisational CoP, they also belong to other broader CoPs, owing to their professional networks and specialisation (Brown and Duguid, 2001; Swan et al., 2002).\nFor instance, knowledge workers in technical clothing manufacture possess specialist skills and knowledge of varying types and degrees, which gives them access to wider\n“professional” CoPs, beyond their organisations. Connected in this way, these boundary spanners “can rely on a complex system of overlapping communities, common backgrounds, and personal relationships to help evaluate and propagate knowledge” (Brown and Duguid, 1998, p. 102). Hence, knowledge generated inter-organisationally, i.e. in the wider, professional CoP, can be transferred into the organisation and vice versa.\n情境學習理論認為，改變，學習，創新（或學習，變革和創新），發生在相互關聯的COPS（布朗和杜吉德，1998年成員之間的接口;溫格，2000;天鵝等人，2002;溫格等人。，2002;斯卡伯勒等，2004; Snyder和溫格，2010）。相互關聯的警察的星座，形成“社會學習系統”（溫格，2000年）產生的“知識生態”（布朗和杜吉德，1998）。員工，除了為他們的組織扶貧委員會的成員，他們也屬於其他更廣泛的警察，因為他們的專業網絡和專業化（布朗和杜吉德，2001;天鵝等，2002）。 \n舉例來說，知識型員工在技術服裝生產具有專業技能和不同類型和程度的知識，使他們獲得更廣泛的 \n“專業”的警察，超出了他們的組織。這種方式連接，這些邊界扳手“可以依靠重疊社區，共同的背景和人際關係的複雜系統，以幫助評估和傳播知識”（布朗和杜吉德，1998年，第102頁）。因此，知識的產生，組織上跨，即在更廣泛的，專業的警察，可以轉移到組織，反之亦然。\n', '', '', 'We submit that these capacities in conjunction confer a dynamic learning capability, which supports technology strategy (Davenport et al., 2003) and underpins entrepreneurial action.\n我們提出這些結合能力賦予了動態學習的能力，其支持技術戰略（達文波特等人，2003），支撐創業行動。\nTheodorakopoulos, N., McGowan, C., Bennett, D., Kakabadse, N., & Figueira, C. (2014). Diversifying into technical clothing manufacture as entrepreneurial learning: a situated learning theory perspective.\xa0Journal of Manufacturing Technology Management,\xa025(5), 676-693.\n', '', '\u3000\u3000情境學習理論認為，學習不僅僅是一個個體性的意義建構的心理過程，而更是一個社會性的、實踐性的、以差異資源為中介的參與過程。知識的意義連同學習者自身的意識與角色都是在學習者和學習情境的互動、學習者與學習者之間的互動過程生成的，因此學習情境的創設就致力於將學習者的身份和角色意識、完整的生活經驗、以及認知性任務重新回歸到真實的、融合的狀態，由此力圖解決傳統學校學習的去自我、去情境的頑疾。\n情境學習是指在要學習的知識、技能的應用情境中進行學習的方式。也就是說，你要學習的東西將實際應用在什麼情境中，那麼你就應該在什麼樣的情境中學習這些東西。“在哪裡用，就在哪裡學。”\n\u3000\u3000顯然，情境學習強調兩條學習原理：第一，在知識實際應用的真實情境中呈現知識，把學與用結合起來，讓學習者像專家、“師傅”一樣進行思考和實踐；第二，通過社會性互動和協作來進行學習。\n', '', '', 'Chou, et, al., (2012)運用情境學習策略設計模擬地震狀況下的模擬冒險學習，\n\u3000\u3000運用於防災教育上，除展示災害的區域獨特性，學習者還能將知識與區域中的元素進行互動，學習者可以將生活經驗和知識融合於在學習情境中，使知識與實際應用產生連結。\n', "Regarding perceived usefulness, 86 percent of the students (n=36) agreed or strongly agreed that this game could help them understand those which they should note in an earthquake escape; 86 percent of them (n=36) agreed or strongly agreed that this game could help them understand the escape procedures in an earthquake; also, 83 percent of them (n=35) agreed or strongly agreed that this game was easier to understand the notice of an earthquake escape than a paper textbook. These results demonstrate that learners had a better evaluation of perceived usefulness toward this game, indicating that this kind of adventure game combining situated learning and manipulation helped to learn the earthquake escape knowledge to a certain extent.\n關於感知有用性，86％的學生（N=36）同意或非常同意這個遊戲可以幫助他們理解這些，他們應該注意到在地震中逃生;他們（N=36），86％同意或非常同意這個遊戲可以幫助他們了解在地震中逃生程序;同時，他們（N=35），83％同意或非常同意，這場比賽是比較容易理解的地震逃生比紙質教科書的通知。這些結果表明，學習者有感知有用性對本場比賽進行更好的評估，表明這種冒險遊戲結合情境學習和操作有助於學習地震逃生知識，在一定程度上。\nChou, Y. S., Hou, H. T., Yu, M. C., Lee, H. J., Wu, H. S., Yang, Y. T., & Liao, Y. J. (2012, March). Running Tommy©: Developing a Digital Adventure Game Based on Situated Learning to Promote Learners' Concepts of Earthquake Escape. In\xa0Digital Game and Intelligent Toy Enhanced Learning (DIGITEL), 2012 IEEE Fourth International Conference on\xa0(pp. 156-158). IEEE.\n", '\u3000\u3000Clancey(1995)以situated cognition views 解釋學習為結合個人平時執行的活動的角色定位、過程中不同的能力與參與者不斷的以不同的方式使學習的結構產生變化、在社區中的發展的實踐，換句話說就是學習與工作實踐的情境是結合的，整個學習情境是持續的互動與變化的。\nClancey,W.J. (1995) A tutorial on situated learning. Proceedings of the International Conference on Computers and Education (Taiwan) Self, J. (Ed.) Charlottesville, VA: AACE. 49-70, 1995.\n', 'Billett(1994)以mining and secondary processing plant的工作現場進行情境學習的研究。認為situated learning具有social process，也就是有經驗的人對新人的經驗指導，換句話說，透過情境學習的方式將知識應用經驗傳承給無此知識應用經驗的人。 以及學習情境和實踐的工作區域是有關聯的。結論也指出個人特質和學習的影響，以及知識的學習應與工作的應用情境相互結合。\n', "認為situated learning具有social process。\nBy the time of the interview, participants had experienced a range of learning experiences, and were aware of different approaches to skill acquisition. Consequently, it was rationalised that the participants' experiences with different learning components would provide responses grounded in the learners' actual experiences.\n", '在本研究中的定義:\nSituated learning has been defined as a learner executing tasks and solving problems in an environment which reveals the various intended uses of the knowledge (Brown, et. al. 1989). During the last decade there has been an unprecedented interest in situated learning within the educational research community. This interest appears to be the result of developments in theoretical understanding, which includes the acknowledgment of domain-specific knowledge\' role in complex thinking, the social basis of learning and the role that activity plays in cognition. These factors are elaborated below.\nA sustained research effort, over the last twenty years, within cognitive psychology has revealed the significance of domain-specific knowledge to expert performance (Glaser, 1989). A number of studies provided evidence that the presence of a comprehensive and well-structured knowledge base distinguished experts from novices. Views of instruction and learning, which emphasised the development of generally applicable forms of knowledge, are being challenged by this theoretical advance. With the acknowledgment of the role of domain-specific knowledge, has emerged a view that knowledge is embedded in the circumstances of its application (Brown, et al, 1989; Rogoff & Lave, 1984). This view does not deny transfer, but conceptualises transfer as being the product of higher order thinking which enables the abstraction of principles from specific instances and then applying those to novel situations (Stevenson, 1991). However, the emphasis domain-specific knowledge also suggests that expectations about the degree of transfer may need to be reconsidered. For example it is possible to ask, to what degree is it reasonable to expect transfer to occur, and under what conditions?\nThe second theoretical development, which is supportive of situated learning, emanates from the now almost common acceptance of learning being a social process (Goodnow 1990). Direct and indirect social guidance between the learner and more experienced others is seen as an essential and inevitable part of the learning process (Cazden, 1993, Goodnow, 1990, Rogoff, 1990 & in press; Scribner, 1985 & 1990; Vygotsky, 1978). The Vygotskian school emphasises the appropriation of knowledge as being through inter-personal, or inter-psychological processes, before becoming an intra-personal or intra-psychological attribute. Appropriation, in this article, is defined as the individualised process of constructing meaning from socially and contextually defined knowledge, using the individual\'s idiosyncratic structuring of knowledge and understanding. Or as Leontyev suggests, the learner "does not adapt itself to the world of human objects and phenomena around it, but makes it its own" (1981:422). This distinguishes appropriation from internalisation which seems to imply that externally developed knowledge is absorbed, unaltered, by the learner.\nThe social guidance which leads to the appropriation of knowledge is both proximal or distal. Proximal refers to the close guidance of another, for example parent working with child, expert with novice or tradesperson with apprentice. This form of guidance often involves joint problem-solving and the gradual withdrawal of the more experienced other as the learner becomes increasingly able to work without close guidance. Moreover there is also the more distant or distal forms of guidance. The tasks undertaken by learners are organised by others, part of which is the requirements for adequate performance. Even the most apparently solitary task is embedded in social practice (Scribner, 1990). The more distal social guidance is shaped by forms of social organisation, such as social influences, and the cultural practices which organise work activities, and its priorities and values, the nature of the physical setting and the institutional structures of the setting. For example it has been argued that formal learning institutions are not decontexturalised, instead they posses a strong and pervasive set of cultural practices which are associated with the achievement of that institution (Billett, 1993b; Rogoff & Lave, 1984).\nInterest in social practice leads to the third theoretical development, which is the notion of activities as key determinant in knowledge construction. Recent work in anthropological and cultural orientations of cognitive science have emphasised the nature of activity as being central to the organisation and, consequently, the development of knowledge. It is claimed that activity structures cognition (Rogoff & Lave, 1984). The activities that are undertaken are not separate from learning, but are an integral part of it, it is argued that situations co-produce knowledge through activity (Brown, et. al., 1989). Activities are developed socio-historically (Vygotsky, 1978) through a community of practice. A community of practice is a set of relations among persons, activity and world over time and in relation with other tangential and overlapping communities of practice (Lave & Wenger 1991:98). A culture of practice refers to the activities that comprise and distinguish a particular community of practice. The norms and practices are central to the conduct of, and participation in, vocational practice, and as such, need to be accounted for in learning arrangements.\nIt has been argued, then, that these theoretical advances underpin the current interest in situated learning. Such a view of learning has a range of implications for vocational education, as the very notion of vocational practice is consonant with a culture of practice. Indeed, much of the research undertaken to develop these positions was undertaken in vocational practice. Investigations into navigation, (Pellisier, 1990) abacus counters (Stigler, et. al, 1982), street vendors (Carraher, et. al., 1985), physicists (Chi, et. al., 1981), chess players (Chase & Simon, 1973), weavers (Rogoff & Gauvin, 1984), tailors (Lave, 1990) and mid-wives (Jordan, 1989) are examples of the vocational sources of findings used to develop this theoretical position. The nature of vocational activities also lends itself to an analysis of the situated nature of learning. Social relations of both a proximal and distal nature abound in vocational practice, as does expert performance, culturally-specific activities and knowledge. Consequently, the notion of situated learning is an area worthy of examination in the vocational context. The terms vocational is referred to broadly. The study below refers to a particular employment-related context, however the concept of vocation refers to all those situations which involve a culture of practice, for example social situations, parenting or community activity.\nIn the study reported below the opportunity is presented to compare skilled workers\' perceptions of situated elements of learning that are embedded in work practice, with those that have been developed as part of a structured training programme - the learning guides, videos, computer-based learning media and mentors.\n', '', '', '', '結論:\nThere is evidence from the grounded perceptions of the participants in the study that the embedded nature of learning activities is supported for the development of a range of knowledge types and problem-solving strategies. Those aids to learning which were not embedded in a culture of practice, were not as valued. One of these, learning guides, was requested to be given context through workplace experiences. This embedded learning is explained as providing representations, arising out of activities that cannot be easily replaced by the descriptions provided through disembedded instructional processes (Brown, et. al. 1989:36). When the learning is without appropriate context and is based on description, the whole nature of the interaction changes and understanding becomes more complex.\n', '', 'This study has provided findings which are supportive of situated learning. When describing the utility of instructional media designed for the specific purposes of the plant, participants emphasised the need for this material to integrated with everyday working activities. The direct guidance provided by expert mentors and other workers, either through direct instruction or through a process of observing and listening were strongly supported as a means by which learners could come to understand in a direct and purposeful way. Equally, the indirect guidance afforded by everyday activities and the physical context were supported. When participants were asked to rate the efficacy of the elements of the learning system in two different ways, consistent outcomes were reported. The consistency resided in the support provided to aspects of learning situated in a culture of practice. This data emphasises that when learning was disembedded from authentic activities and social relations it was perceived to be markedly less effective.\n', '', '', 'The significance of personal dispositions or personal epistemologies was another outcome of this research, albeit unintended. The concerns which Goodnow (1990) has stated about personal dispositions determining whether a problem is worth solving, were evident in the interviews with participants over the four-month period. These dispositions appeared were sometimes culturally determined, but it is inferred, were more often based on individuals\' belief about personal efficacy with learning. Further work is required to explore this important aspect of learning, which is central to concepts of learning in which the individual has the role of making the knowledge "its own". In addition, the deepening of conceptual understanding still remains a concern, unless explicit interventions of guides and mentors are able to develop the level of understanding required for complex work activity.\n', '', '', 'To conclude the data gathered in this study suggests that learning arrangements which are situated in a setting of a culture of practice, is not, by itself, a sufficient quality for the optimum appropriation of skills and knowledge. Rather, for situated learning to be effective it needs to be embedded in the authentic activities and social relations which comprise cultural practice. This does not exclude instructional interludes to deepen an understanding of vocational activities, but suggests that learning activities which fail to access and engage in a culture of practice are less likely to be generative of effective learning outcomes.\nBillett, S. (1994). Situated Learning--A Workplace Experience. Australian Journal of Adult and Community Education, 34(2), 112-30.\n', '', '', '', '', '', '', '', '', '']

切割完成=============切割完成=================切割完成

**多選結構分組的比對法**

參考:

書籍: 處理大數據的必備美工刀-全支援中文的正規表示法精解p. 3-9, p. 3-12,

書籍: 精通Python3程式設計(第二版) p. 494

中文多選結構分法

參考:

書籍: 處理大數據的必備美工刀-全支援中文的正規表示法精解p. 3-14

如果需要指定一個以上的旗標，使用OR運算符 | 來做組合

EX: re.MULTILINE | re.DOTALL 或者是 如果要內嵌在regex，使用(?ms)