

PARTE II



La parte I de este TP se dedicó al trabajo con definiciones relacionadas con las publicaciones académicas, y algunas características de los trabajos que pueden incluir.

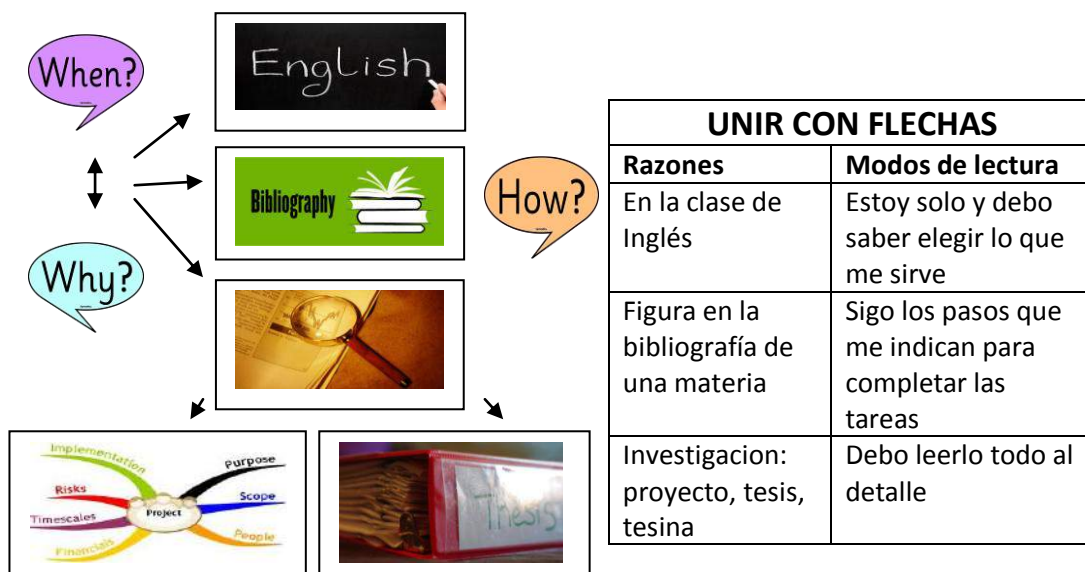


Estas publicaciones, **journals**, escritas por expertos, dirigidas a un público de expertos o estudiantes avanzados, que aparecen en forma periódica (mensual, bimestral, trimestral, etc.), centradas en una disciplina académica (Medicina, Economía, Marketing, Biotecnología, Finanzas, Ciencia Política etc.), presentan investigaciones originales, reseñas de artículos literarios o científicos y de libros que ponen a consideración de la comunidad de especialistas de la disciplina. Pueden ser arbitrados, lo que en inglés se llama "**refereed**" o "**peer-reviewed journals**".

Publican artículos escritos en lenguaje académico y siguen cierta estructura.



Despejadas dos de las incógnitas, "what" y "who", se propone desarrollarlas una a una.



¿Cómo elegir la publicación?

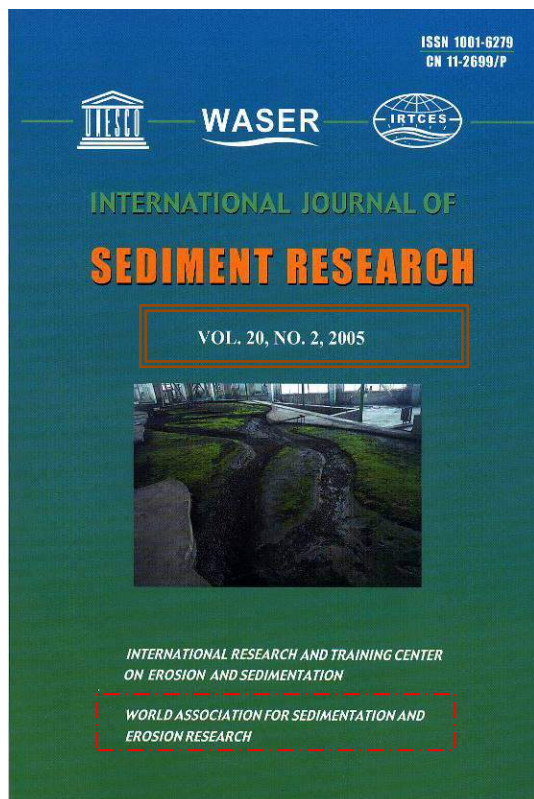


¿Cómo elegir mejor cuando se encara el proyecto o investigación personal?



¿Qué criterios seguir para elegir una publicación seria y confiable?

En especial cuando existe mucho material para consultar y tiene que ser además, actualizada.



Fecha de publicación

Institución responsable

¿Qué pasos seguir cuando conseguimos una copia o bajamos de Internet?



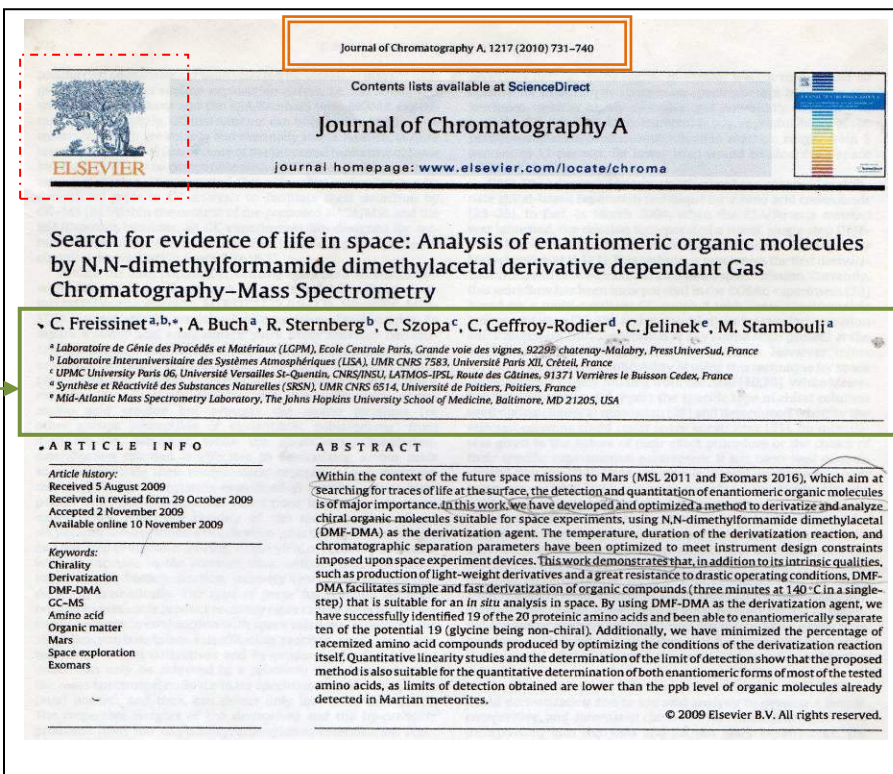
Se agregan datos de los responsables del artículo

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¿Fue revisado?

¿Es más confiable?



Texto 1

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The Journal of Social Studies Research
Volume 37, Issue 4, October 2013, Pages 185-193

Contradictions of democratic education: International teachers' perspectives on democracy in American schools

Abstract
Introduction
Theoretical framework
The role of democracy in education
Global citizenship education
Methodology
Context
Data sources

ACTIVIDAD 1- Identificar

- Nombre de la publicación
- Fecha
- Título del trabajo

ACTIVIDAD 2- Elegir la respuesta apropiada

- ¿El título orienta lo suficiente sobre el contenido del trabajo? Sí – No
- ¿ Da idea de cuáles son las variables de la contradicción ? Sí – No

Abstract
Introduction
Theoretical framework
The role of democracy in education
Global citizenship education
Methodology
Context
Data sources
Findings: contradictions of democracy in American schooling
The role of democracy in American classrooms
Contradictions of democratic schooling: the presence of tracking
Contradictions of democracy: the absence of global education
Discussion and conclusion
References

c. Del índice se desprende que

Responde al formato

Introducción

Metodología

Resultados

Discusión

Sí – No

(Cuidado, algunos de los sectores pueden tener subtítulos o usar una palabra equivalente)

ACTIVIDAD 3 - Examinar el Texto 2 y Elegir las opciones correctas

- El texto es actualizado Sí – No
- El título es claro Sí – No (da idea de la postura del autor) –
- El Título: Anuncia el tema Sí – No – Adelanta resultados Sí – No
- Responde al Formato IMRD Sí – No (aunque no tenga todos los títulos)



Texto 2

POSTCARD MOBILITY: Going Beyond Image and Text

Original Research Article

Pages 18-39

Konstantinos Andriotis, Mišela Mavrič

[Close preview](#) | [PDF \(890 K\)](#) | [Recommended articles](#) | [Related reference work articles](#)

Abstract | [Figures/Tables](#) | [References](#)

Most existing research about postcards focuses merely on their visual representation, but postcards offer more than only images and texts. We analyse 134 postcards sent from Smyrna between 1895 and 1922 by discussing five interdependent mobilities constituting the New Mobilities Paradigm (), namely mobility of objects, corporeal, imaginative, communicative and virtual mobility, and pertaining systems enabling them. We aim to show the empirical richness of postcards and a way of looking at them through the concept of mobilities. By this we uncover who were the people sending postcards, for what purposes, which places postcards connected through images and words, and how did postcards function as ordering artefacts in the pre-telephone and internet era.

Article Outline

[Introduction](#)

[Beyond postcard images and texts with the NMP](#)

[Methodology](#)

[Postcard mobility](#)

[Conclusion](#)

[References](#)

ACTIVIDAD 4 - El “abstract” puede contener los siguientes componentes:

- a. La importancia del tema
 - b. Propósito del trabajo
 - c. Descripción del trabajo realizado
 - d. Resumen de los resultados
- Decidir si resume o describe
 - Identificar los componentes y colocar la letra al lado de la oración correspondiente

Abstract | [Figures/Tables](#) | [References](#)

Most existing research about postcards focuses merely on their visual representation, but postcards offer more than only images and texts. We analyse 134 postcards sent from Smyrna between 1895 and 1922 by discussing five interdependent mobilities constituting the New Mobilities Paradigm (), namely mobility of objects, corporeal, imaginative, communicative and virtual mobility, and pertaining systems enabling them. We aim to show the empirical richness of postcards and a way of looking at them through the concept of mobilities. By this we uncover who were the people sending postcards, for what purposes, which places postcards connected through images and words, and how did postcards function as ordering artefacts in the pre-telephone and internet era.

aim: v. apuntar, tener en mira; aspirar, tener como meta; tomar puntería
s. meta, ambición, aspiración, blanco, gol; puntería; finalidad, intencionalidad, mira, objetivo, propósito

ACTIVIDAD 5 - Examinar los Títulos de los Textos 3, 4 y 5 y elegir las opciones correctas

- a. Son claros Sí – No (dan o no idea de la postura del autor)
- b. Anuncian el tema en cada caso Sí – No
- c. Adelantan resultados Sí – No

ACTIVIDAD 6- Examinar los “Abstracts” de los Textos 3, 4 y 5 y elegir la opción correcta en cada caso

- a. Texto 3 Resume o indica/describen la investigación realizada
- b. Texto 4 Resume o indica/describen la investigación realizada

Texto 5 Resume o indica/describen la investigación realizada (los sectores subrayados pueden servir de ayuda)

- c. Identificar los componentes explicitados en la actividad 4.

Texto 3

Fee: s. honorarios, emolumentos, gratificación, retribución; tarifa, arancel, cargo, cuota; factura
v. dar propina, dar una propina; retribuir

adj. doméstico, familiar, hogareño; domesticado, nacional s. doméstico

AN ANALYSIS OF ADOPTING DUAL PRICING FOR MUSEUMS: THE CASE OF THE NATIONAL MUSEUM OF IRAN

*The article analyzes the admission **fees** that foreign and domestic tourists are willing to pay, respectively, for the National Museum of Iran, and examines the relationship between the tourists' willingness-to-pay and their various socio-economic, geographical, and psychological characteristics. It was established that the two segments of tourists differ substantially, both in their characteristics and in their behavior. Unlike for domestic tourists, the entrance fees that foreign tourists are willing to pay are substantially higher than the current single entrance fee, while higher entrance fees would not decrease the consumer surplus significantly. The findings, if applied with caution, could provide museum managers with the rationale for adopting dual pricing and with practical directions for setting such schemes.*

Texto 4

survey s. encuesta, escrutinio, inspección, prospección, reconocimiento, sondeo; planimetría, alzado de planos, levantamiento de planos, levantamiento de un plano
v. examinar, escrutar; levantar un plano; prospectar

THE HAPPINESS FACTOR IN TOURISM: SUBJECTIVE WELL-BEING AND SOCIAL TOURISM

*New research is emerging on the relationships between tourism and quality of life (QOL) and subjective well-being (SWB). This paper develops a measure of SWB and reports findings from a two-step **survey** that measured changes in well-being amongst low-income individuals who had received financial support to access a holiday break ('social tourists'). This is the first study to **assess** well-being amongst social tourists. The findings indicate that tourism contributes to social tourist's well-being. There are greater effects in some areas including psychological resources, leisure and family life domains contributing to social well-being. Social tourists have lower levels of SWB than the general population. Further studies are needed to compare tourism's contribution to SWB amongst mainstream tourists.*

assess v. evaluar, avaluar, multar, tasar; aforar, amillarar, calcular el valor de, gravar; calcular daños y perjuicios

Texto 5

THE EMOTIONAL LIFE OF ADVENTURE GUIDES

Adventure tourism has been widely explored in recent years as have the emotions involved in activities such as skiing, white-water rafting, rock-**climbing**, and sky-diving. Previous research has shown that the necessity to feel unique or different emotions is at the genesis of adventure activities and is one of the elements in the commercialisation of recreational activities and tourism. **Despite** the importance of the adventure tourism market, the emotions of guides and the emotional relationship between guides and clients have been ignored. This article is based on empirical research with adventure guides in Queenstown, New Zealand, and presents a new **framework** called "Emotional Life" formed by emotional management at work, emotional management at non-work and emotional simulacrum.

ACTIVIDAD 7 TRABAJO DE VOCABULARIO Completar:

"climb" significa: v. escalar, ascender, subir, subir por, subirse a, trepar; encaramarse, engarabitar - ¿Qué significa "rock-climbing"?

"sky" significa: s. cielo, bóveda celeste, celaje, firmamento y "dive" sumergirse; v. bucear, chapuzarse, nadar bajo el agua, echarse un clavado, darse una zambullida, lanzarse al agua, tirarse de cabeza, zambullirse -s. zambullidura, chapuzón, clavado, picado, zambullimiento ¿Qué significa "sky diving"?

"frame" significa: marco/estructura y "work" trabajo. ¿Puede traducirse como marco de trabajo?

Un diccionario que sí presenta el significado de la palabra completa, da las siguientes opciones. Elegir la más apropiada.

iron framework	armazón de hierro <i>nm</i>
operational framework <i>n</i> (outline of a structured approach)	marco operativo <i>nm</i>
policy framework <i>n</i> (system or strategy for lawmaking)	estrategia política <i>nf</i>
qualification framework <i>n</i> (system of educational qualifications)	sistema de calificación <i>nm</i>
theoretical framework <i>n</i> (structured set of ideas)	marco teórico <i>nm</i>

"Despite" es un conector. ¿Suma o contrasta?



ACTIVIDAD 8 ¿NOS PONEMOS A PRUEBA?

- Leer el título, y buscar palabras transparentes.
- Identificar el tema y decidir si desde el título adelanta Resultados.

Abstract | Figures/Tables | References

Abstract

A hybrid heuristic algorithm based on integer linear programming is proposed for the closest string problem (CSP). The algorithm takes a rough feasible solution in input and iteratively selects variables to be fixed at their initial value until the number of free variables is small enough for the remaining problem to be solved to optimality by an ILP solver. The new solution can then be used as input for another iteration of the algorithm and this approach is repeated a predefined number of times. The procedure is denoted as Selective Fixing Algorithm (SFA). SFA has first been tested on standard instances available from the literature, which is denoted as rectangular having string length larger than the number of strings. Then, this approach has also been tested on the so-called square instances (having string length equal to the number of strings) and rectangular inverse instances (having string length smaller than the number of strings). Computational experiments indicate that SFA globally outperforms the state-of-the-art heuristics.

Article Outline

1. Introduction
2. Description of the proposed algorithm
3. Computational experiments
4. Conclusions

s. cuerda, bramante, cordel, cordón; cadena, sarta; veta; ristra, chorrera, retahíla, serie; (inform.) serie de caracteres manipulada como un grupo

ACTIVIDAD 9 - Decidir si responde al formato IMRD este abstract resume o describe

- Identificar los componentes del abstract contenidos en la ACTIVIDAD 4 y colocar la letra al lado de la oración correspondiente
- ¿Qué sería imprescindible para completar la actividad? ¿Saber más inglés o conocer del tema?



Para pensar: ¿El título y el abstract son suficientes para decidir si el trabajo nos serviría para obtener la información que buscamos?

ACTIVIDAD 10 – Examinar el texto 7

- Es similar a los abstracts trabajados Sí – No
- Podría decirse que es la excepción Sí – No
- ¿Por qué?



Why people travel to exotic places

Antónia Correia and Patricia Oom do Valle
Faculty of Economics, University of Algarve, Faro, Portugal, and

Cláudia Moço
University of Algarve, Faro, Portugal

Why people
travel to exotic
places

45

Received July 2005
Revised November 2005
Accepted August 2006

Abstract

Purpose – This study focuses on the Portuguese tourist decision process in terms of traveling to exotic places. Based on the push-pull motive model defined by Crompton in 1979, this paper seeks to propose an integrated approach to understand tourist motivations and how these contribute to the perception of a destination.

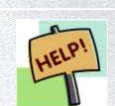
Design/methodology/approach – A structural model and a categorical principal component analysis are used to assess to what degree motivational factors may influence perceptions about a destination. The empirical study is supported through data from a sample of 1,097 individuals who travelled by plane to exotic places, during 2004.

Findings – The findings show that push and pull motivations influence the way tourists perceive the destination but the resulting image does not determine the intrinsic motivations.

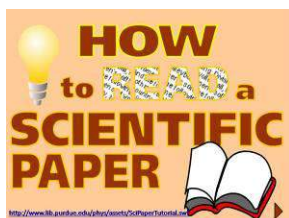
Research limitations/implications – The study has the restriction of being limited to the Portuguese case. However, these findings open paths for further investigation, namely extending to other destinations and to tourists with different incentives and nationality.

Originality/value – This study contributes to the overall understanding of why tourists adopt specific behaviors. In specific, motivations and perceptions were combined in order to understand why people could be pushed to travel to exotic destinations and how they form their perceptions.

Keywords Travel, Motivation (psychology), Tourism, Portugal



Para pensar: ¿El título y el abstract son suficientes para decidir si el trabajo nos serviría para obtener la información que buscamos?



Resulta necesario desarrollar una estrategia que permita decidirlo con la mayor eficacia y en el menor tiempo. Ese es el propósito que persigue la Parte III.

