# Scratch Pad

1. Synonyms with API’s.
   1. <http://words.bighugelabs.com/api.php>
2. Visualizations Open Source
   1. <http://moritz.stefaner.eu/projects/elastic-lists/>
3. Teaching tool visualization
   1. <http://www.huffingtonpost.fr/2014/08/03/histoire-culture-humaine-5-minutes_n_5645428.html?utm_hp_ref=france>
4. Questions for Tom
   1. Is it possible to get an array of search result addresses?
      1. We might want to Extract dates for history
      2. Keyword Quality. My goal is to reduce the number of keywords Understand the type of sites we are extracting information from: for example if 60% of the sites are patent sites, are we getting are we generating less keywords and
5. Learning Concepts justification
   1. <http://olc.spsd.sk.ca/DE/PD/instr/strats/cattain/>
      1. Concept Attainment is an indirect instructional strategy that uses a structured inquiry process
      2. Concept attainment is designed to clarify ideas and to introduce aspects of content. It engages students into formulating a concept through the use of illustrations, word cards or specimens called examples
   2. <http://www.etc.edu.cn/eet/articles/taconcept/index.htm>
      1. A CONCEPT IS A SET OF OBJECTS OR EVENTS that share common characteristics and a common name. Clark recommends that conceptual instruction should be structured around four elements: definition, example, non-example, and analogy (Clark, 1999). That is, when teaching concepts always provide a definition and examples of the concept. If possible, also provide non-examples and analogies. When teaching a concept, the instructor should present the definition, an example, a non-example, and an analogy of the concept tp help learners understand the concept.
   3. <http://home.snu.edu/~jsmith/library/body/v17.pdf>
      1. A key concept is that of pattern. Pattern implies that there is an order to the elements of a situation and that these elements occur with some regularity. Although variations on basic patterns based on individual and subcultural differences occur, they can be understood beyond their differences only as they are seen as a general class of event. In this way, the concept of pattern unites previously isolate phenomena. When the arrangement of elements is understood in one situation, this understanding can be generalized and applied to other situations. Patterns of interaction behavior are learned in early childhood, and performed thereafter without conscious awareness. Much of human relations training has been concerned with bringing characteristic styles of interaction into conscious awareness, evaluating them with respect to their utility for different business and professional roles, and modifying those particular aspects of one’s style that limit his or her effectiveness.