



Identification of positions in literature using Thematic Network Analysis: The case of early childhood inquiry-based science education

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Abstract

Reviews of literature often summarise research within a given field to provide succinct and accessible information about state of the art as well as gaps for future research to address. In educational research, such information may include different positions within a field; for example, theoretical positions underpinning empirical studies. Such theoretical positions may influence interpretations of research results, and they remain a challenge to map and present. In this paper, we show how to use thematic analysis combined with network analysis to construct maps, analyse, and synthesise theoretical positions within educational research. We use early childhood inquiry-based science education (ECIBSE) literature as a case because of its historical roots in Dewey’s educational philosophy. This allows us to discuss our findings in light of a well-known theoretical framework. Using our methodology, we identify and analyse four theoretical positions for teaching and learning: (1) that science should be learned/understood through inquiry, (2) that teaching should model scientific practices, (3) that children should develop science-related competencies, and (4) that the child’s exploration and experience should take precedence. After discussing these positions, we turn to the methodological possibilities and challenges of using thematic network analysis for literature reviews.

Introduction

In educational research, theoretical standpoints are important to understand the reasoning behind a particular intervention. For instance, in inquiry-based science education (IBSE) literature, an understanding that knowledge is constructed on the basis of experience often lies at the heart of any intervention (Minner et al. 2010; Pedaste et al. 2015; Rönnebeck

et al. 2016). Other interventions rely on other theoretical standpoints, such as direct instruction (Hattie, 2007) or cognitive evaluation theory (Plass, Moreno, and Brünken, 2010), leading to very different teaching strategies and recommendations (see for example, the classic dispute concerning inquiry learning between Kirshner, Sweller and Clark (2006) and Hmelo-Silver, Duncan and Chinn (2007). Even within a field in education, such as IBSE, different theoretical standpoints might co-exist and sometimes compete; inquiry has been defined and understood in a multitude of ways as evidenced by systematic reviews (e.g. Minner, Levy and Century, 2010; Pedaste et al., 2015; Rönnebeck and Sascha, 2016). The purpose of this article is to illustrate a novel method for extracting, analysing, visualising, and synthesising different standpoints in a body of literature. This is a form of review of the literature, which would often be conducted by a critical review (see e.g. Alake-Tuenter et al., 2012), where authors may draw on literature to derive new theory or model, or a review relying on thematic analysis (Grant and Booth, 2009).

Critical reviews rely on the authors' careful and extensive reading of a sub-field of research and are generative with regards to theory and future research questions (Grant and Booth, 2009). However, in line with AUTHORS (2019), we argue that such readings may overlook important relationships in the textual presentations, which in turn could have led to different interpretations and theory. A method which explicitly aims at revealing such relationships might help generate theory that can encompass more nuances.

The purpose of thematic analysis (Braun and Clarke, 2006) is to develop patterns of meaning and themes across a set of data. The process entails data familiarisation, coding of data, development of themes, revisions, and weaving an analytical narrative from themes and data extracts (Braun and Clarke, n.d.). This approach to reviewing has found some use in educational research (e.g. Cremin et al. 2015; Horntvedt et al. 2018), sometimes in parallel with systematic reviews (e.g. Darbyshire and Baker, 2012).

As a qualitative method, thematic analysis is very flexible, which means that it has a wide range of applications. It also means that it is hard, if not impossible, to reproduce, and great care has to be taken in order to ensure transparency. While reproducibility is not the intention for such an analysis, transparency certainly is. Recently, reviews utilising networks of article keywords have emerged (e.g. Heradio, de la Torre, Galan, Cabrerizo, Herrera-Viedma and Dormido, 2016; Valverde-Berrocoso et

al. 2020). These reviews could be seen as a kind of quantitative counterpart to thematic analysis, in that they produce what can be called *thematic networks* (Heradio et al., 2016). The method is inherently transparent and reproducible in the sense that it is clear how authors arrive at thematic networks, and researchers using the same data set and the same method should arrive at the same results. However, the purpose of these *mapping* reviews (Grant and Booth, 2009, 94)) are rather to map and categorise a field than to extract meaningful themes.

In this paper, we illustrate a novel method of literature review, which combines thematic analysis with recent mapping review techniques by thematic network analysis (TNA). In doing so, we expand on keyword network analysis by using textual excerpts as our data. The method is inspired by previous work from the authors on other types of textual data (AUTHORS, 2019; AUTHORS in press). Our purpose is not only to map and describe themes, but to synthesise, analyse, and map different positions in a subfield of education.

Early childhood inquiry-based science education as an exemplar

We have chosen recent literature in the field of early childhood inquiry-based science education (ECIBSE) as our illustrative example. More precisely, we are interested in the theoretical bases of empirical studies in ECIBSE.

There are several reasons for using ECIBSE as an exemplar for our methodology. First, IBSE has a century long history where well-known positions have been proposed and discussed. Thus, we aim to compare, and contrast themes and positions synthesized from our analysis of recent work with well-known educational philosophies and arguments. Often the work of John Dewey (1859–1952) is considered foundational to inquiry with a focus on fostering curiosity and relating that to scientific practice (Johnson and Christensen, 2014).

Second, we expect that there are different theoretical positions to be identified. IBSE is conceptualised and implemented in different ways across different contexts and domains, as Rönnebeck et al. (2016) illustrate for the upper secondary level. Even within a single domain and context, IBSE may be conceptualised differently in terms of theoretical stance as is illustrated for middle and secondary school by Martin-Hansen (2012). Thus, we would expect our new method to find patterns that can be distinguished as different positions.

Third, IBSE is an important area of research in science education. Educational policies around the world emphasise inquiry-based science (IBSE) approaches to teaching as vital ingredients in building a scientifically literate community for all age groups and educational levels (Harlen and Allende, 2006), including early childhood levels. We argue particularly for the importance of focusing on early childhood IBSE (ECIBSE) studies, because encounters with science learning likely shape children's future attitudes towards science and science learning (Eshach and Fried, 2005). Science in early childhood context has increasingly been of interest for researchers, policymakers and practitioners (Trundle, 2015). In this vein, we argue that it is worthwhile to focus on the theoretical bases of empirical studies, because the theoretical bases underpin the design and recommendations of such studies.

Research questions

The purpose of this article is to provide an illustrative example of a review which investigates and synthesises theoretical positions in recent literature on the nature of inquiry. To this end, we construct and analyse maps of theoretical expositions in recent empirical studies in early childhood inquiry-based science education (ECIBSE) literature by combining word-adjacency networks with thematic analysis.

The review addresses the following research questions:

1. Which themes and meanings arise in analysing such maps, and how can these themes and their meanings be interpreted in light of the literature they were derived from?
2. Which theoretical positions about the nature of inquiry can be synthesised from maps and meanings, and how do these relate to original historical philosophy of inquiry?

To frame our later interpretations, analyses, and synthesis, the next section provides an overview of the origins of IBSE with a focus on Dewey's perspective. We then present and provide methodological arguments for our methodology, thematic network analysis, which combines thematic analysis with network analysis to identify theoretical conceptualisations in empirical studies. The thematic network analysis leads to a network map of interconnected themes, where themes represent different aspects of theoretical conceptualisations. We analyse the map in detail and proceed to use our methodology to synthesise different theoretical positions, which can be found in recent ECIBSE literature.

In our subsequent discussion, we begin by relating the synthesised theoretical positions to ECIBSE and implications. We shall then discuss the methodology in terms of how it integrates qualitative and quantitative ways of analysing and synthesising and what kind of knowledge it may produce.

A sketch of the origins of inquiry-based education

The philosophy underlying IBSE has deep roots in pragmatism, which was developed for education by John Dewey (Biesta and William, 2003). Dewey was concerned with mediating dichotomous ideas, e.g., the separation of human experiences and nature. He regarded the physical, mental and social worlds as a coherent organism.

Dewey (2005) outlines fundamental conceptual phases, such as defining a problem, formulating a hypothesis, and conducting tests, and contemporary inquiry cycles involve elaborations of these phases (Johnson and Christensen, 2014; Biesta and William, 2003). Dewey’s idea of inquiry is related to both contemporary IBSE conceptualisations and scientific practice. For example, for Harlen and Allende (2006), IBSE encompasses experiences that enable children to develop understanding about scientific aspects of the world through the development and use of scientific inquiry skills in educational settings.

Dewey stressed that we must obtain new knowledge through experiences within situations where children create and recreate knowledge as part of the educative process. For Dewey, this is the underlying idea of inquiry (Dewey, 2015). Experience consists of three mutually dependent categories; situation, interaction, and continuity (Dewey, 2015). ‘Situation’ refers to the fact we interact with other individuals and with objects in a concrete world and our lives here consist of a series of situations. ‘Interaction’ refers equally to interactions between individuals and objects and interactions between individuals. Contemporary literature consistently provides evidence that hands-on experience with science phenomena is a necessary (but not sufficient) component for conceptual learning, especially when coupled with guidance from a teacher (Minner, Levy and Centtury, 2010). Within a series of situations, continuity needs to emerge before it can contribute to the fulfilment of an educative experience (Dewey 2015; 2005). Continuity itself can be interpreted through three aspects: emotional, practical, and intellectual (Dewey 2005, 61). For Dewey, *‘continuity of experience means that every*

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3 *experience both takes up something from those which have gone before and modifies in*
4 *some way the quality of those which come after' (Dewey, 2015, 35).*

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6 Dewey was concerned with mediating the progressive and traditional school, both
7 of which he found mis-educative, because neither apply a carefully developed philosophy
8 of experience (Dewey, 2015). Here, we focus on three of Dewey's reflections. First, he
9 argued that utilising science subject-matter found in the immediate life-experience of the
10 learner is the best model for how educative experiences can contribute to growth (Dewey
11 2015, 82). Thus, educators can use opportunities in children's interaction with the world
12 to develop science education that contribute to the personal growth of children.
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16 Second, Dewey argued that traditional schooling exerts social control and
17 consequently children lose personal, emotional and meaningful relationships to subject-
18 matter (Dewey, 2015). Recent research supports this view, since children's interest
19 towards science seems to decline with traditional teaching (Trundle, 2015). In contrast,
20 progressive schools believed that any involvement from adults destroys and disturbs the
21 child's natural development through his/her own experiences. For Dewey, this stance
22 contributes to discontinuity because children often will not relate their knowledge to a
23 wider perspective. In current literature, Hamlin and Wisneski (2012) discuss similarities
24 and differences between free play and learning science. Furthermore, achieving a balance
25 between children's natural playful mode and the teacher's tasks for learning science has
26 been identified to be a main challenge to solve (Vartainen and Kumpulainen, 2020;
27 Campbell, Speldewinde, Howitt, and MacDonald, 2018). Thus, it seems that mediating
28 between children's natural playful mode and teachers' tasks for learning science is still a
29 concern. In our understanding, Dewey might reply that experience, understood in terms
30 of situation, interaction, and continuity, is needed to mediate between play and learning
31 (Dewey, 2015).
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35 Third, Dewey reflects upon organisation on subject-matter (ibid). One major
36 difference between scientific inquiry and IBSE is that teachers often know what children
37 may learn, whereas the attained knowledge in scientific inquiry by nature is unknown.
38 Furthermore, there is a difference between the amount of existing knowledge obtained by
39 scientists over the course of centuries and the knowledge and experiences had by children.
40 Dewey advocated the facilitation of creative environments in which children undergo
41 development through educative experiential situations. Attention to children's interests
42 should guide educators in their choice of instructional strategies and materials to use.
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Questions or problems arising from the child’s everyday experiences are meaningful because they are driven by genuine curiosity (Dewey, 2015).

Contemporary research suggests that children are born curious and behave like natural scientists but that their interest in science decreases during education (Trundle, 2015). Furthermore, poor science instruction in an ECE context contributes to negative attitudes towards science (Trundle, 2015). From this child-centered perspective, it is essential to inquiry-based approaches that educative experiences and learning always include values, emotions, the act of doing and cognition.

Materials and methods for literature review with thematic network analysis

One possible strategy when using thematic analysis is to conduct a search for relevant and representative literature, analysis and code literature in order to produce thematic networks (Attride-Stirling, 2001). In fact, Braun and Clarke (2006) illustrate how such networks (or maps) develop and serve as tools for understanding during analyses. We expand on this thematic analysis by integrating network analysis. As shown by AUTHORS, 2019 and AUTHORS, in press, integrating network analysis with qualitative forms of analyses highlights relational aspects of the data and may aid in finding patterns otherwise hidden. Below, we will initially describe how we performed this study’s literature search, followed by how we conducted our thematic network analysis.

Literature search

We performed a literature search to identify studies with relevant ECIBSE focus inspired by Petticrew and Roberts’s (2008, 27) stages for systematic reviews. We started by carefully reading previous reviews of IBSE and ECIBSE. We focused on Alake-Tuenter (2012); Furtak et al. (2012); Minner, Levy and Century (2010); Pedaste et al. (2015) and Rönnebeck, Sascha and Ropohl (2016). These reviews provided information about gaps in the field and relevant keywords, which we used to identify relevant papers. We selected 2 strings: i) Population and ii) Intervention. We omitted the search strings iii) Outcome and iv) Comparison, because our research questions do not pertain to outcomes or the relation between intervention and outcome.

IBSE approaches to teaching are varied both in formats, in terms used and in names given to approaches. We argue that there are several terms for the same overall core ideas. For example, the United States’ official bodies have moved away from using

the term ‘inquiry’ and now refer to scientific practices instead (National Research Council, 2012). Thus, to avoid losing key information, our search included inquiry-based education as well as related terms.

Table 1. Summary of literature search criteria

Publication dates	01/01/2008-31/01/2019	Literature language	English
Database	EbscoHost (Education): Academic Search Complete, Education Research Complete, ERIC, Psychology and Behavioural Sciences Collection and SocINDEX with Full Text.		
Search string name	Keywords in string	Syntax	
POPULATION	Primary school, Kindergarten, Primary education, Child*, Preschool, Early childhood, Preschool class	“OR” separated items in block	
INTERVENTION	Inquiry-based teaching, Inquiry-based science education, Inquiry cycle*, Inquiry-based learning*, Inquiry phases, (IBL), (IBSE), Inquiry learning process*, Inquiry-based instruction, Inquiry model, Scientific inquiry, Scientific practices, (IBI), Inquiry-based learning framework.	“OR” separated items in block	
Search syntax	POPULATION keywords “AND” INTERVENTION keywords		

Table 1 summarises our search criteria, indicating date range, language keywords and database. We chose a recent period of publication in order to find theoretical positions as

they appear in recent work. The POPULATION and INTERVENTION keywords were combined to yield the intersection between ECE and IBSE. We limited ourselves to literature in English because preliminary searches indicated very few non-English publications. In doing so, we accept the possible exclusion of regions without strong traditions for publishing internationally.

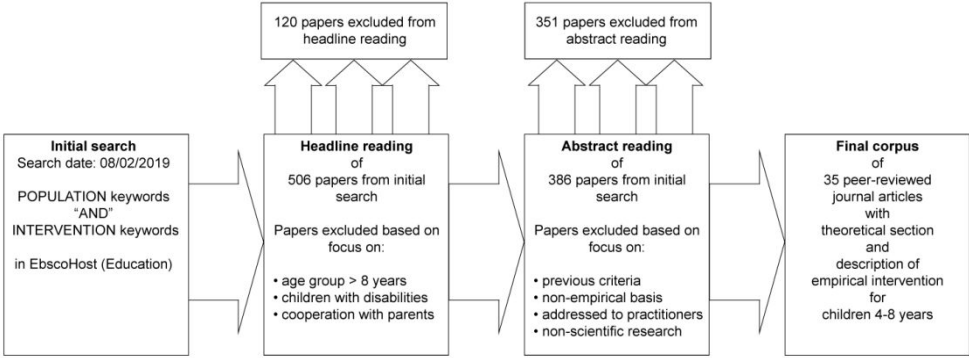


Figure 1. A visualisation of the process leading to the final corpus.

Figure 1 summarises how we arrived at the final corpus of articles used in this study. We excluded more than a fifth of the initial papers based on reading headlines (Petticrew and Roberts, 2008). We excluded papers which concerned primarily age groups of 8 years and above, children with disabilities and cooperation with parents. For the remaining 386 papers, we read abstracts and further excluded papers without an empirical basis, papers addressed solely to practitioners, and non-scientific research (e.g. papers which had not undergone any peer review). Applying these criteria resulted in a corpus of 35 peer-reviewed research articles, all of which featured theoretical sections and empirical descriptions of an intervention, where a teacher taught/facilitated learning for 4-8-year-olds.

Selection of excerpts

We made a strategic choice to focus on sections and passages which were clearly part of a theoretical positioning. For this illustrative example, the first author read through each article multiple times and extracted theoretical excerpts and passages.

Some articles, such as Bruce and Casey (2012), featured a section which could readily be identified as a theoretical exposition on inquiry. Bruce and Casey (2012) do

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3 mention inquiry teaching in the introduction, but do not begin their theoretical exposition
4 here. Rather, they advocate inquiry “as a lens through which classroom pedagogy can be
5 both analyzed and effected” (191). In other cases, theoretical claims appeared other places
6 as well, for instance in an introduction. We included passages which pertained clearly to
7 inquiry learning and focused on the goals and possibilities of inquiry rather than
8 limitations. For instance, Enyedy et al. (2012) writes (our highlighting):
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14 Young children can, under the right circumstances, learn more complicated ideas
15 than we currently ask of them in early elementary science education. *With support,*
16 *early elementary students can engage in productive inquiry, collect and analyze*
17 *data, produce models, and learn complex concepts.* However, one argument against
18 ‘ambitious’ science instruction is that aspects of classical experimental design such
19 as controlling variables and separating hypotheses from evidence have proven
20 difficult for young children (Klahr, 2000; Schauble, 1996; Siegler and Liebert, 1975,
21 347).
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29 In the quote above, we only included the highlighted sentence. The first sentence is not
30 inquiry-specific – other theoretical frameworks could make the same claim. The third
31 sentence states an argument against inquiry learning, which may be relevant but does not
32 directly state anything about the nature of inquiry.
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35 All excerpts and references can be found as supplemental material.
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39 ***Thematic network analysis***

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41 We analysed the selected excerpts via a modification of thematic discourse network
42 analysis (TDNA). TDNA is an iterative methods approach to analysing and visualising
43 relationships in textual data (AUTHOR et al., 2019; AUTHOR et al. in press). Our
44 modified approach mirrors Braun and Clarke’s (2006) thematic analysis in that we seek
45 to ‘minimally organise and describe [our] data set in [rich] detail’ (79), and want to couple
46 that organisation and description with our reading of the literature to create a convincing
47 narrative about theoretical descriptions of ECIBSE.
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53 In contrast to Braun and Clarke (2006), we rely on using computer software for
54 creating linguistic networks and maps. Thus, the phases of our approach differ somewhat
55 from Braun and Clarke (2006). While the description below appears ordered in a linear
56 fashion, our movement from phase to phase was not. For example, we at times went
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through multiple small loops of generating networks and generating algorithmic rules for changing texts before generating new thematic maps.

Throughout our analyses, we have used the software products Gephi 0.9.2 (Bastian, Heymann and Jacomy, 2009), R (R Core Team, 2019) and RStudio (R StudioTeam, 2020). In R, we have used these packages: Igraph (Csardi and Nepusz, 2006) and tm (Feinerer and Hornik, 2019). Our detailed work can be found at GitHub [repository name released upon acceptance of present manuscript; scripts attached as supplemental files].

Familiarising with data and generating linguistic networks

In this study, this step was closely connected to the selection of excerpts. The first author used her reading of the articles to identify preliminary themes in the data as well as possible grammatical reductions (see below). As a precursor to generating the linguistic network, we then implemented the grammatical reductions decided upon. Then, we created weighted and directed linguistic networks where ‘a directed link is established from *Word A* to *Word B* if *Word B* follows *Word A* in the pre-processed [text]’ (AUTHORS, 2019). We created a combined linguistic network, which represented an amalgamation of excerpts from articles. Thus, the combined linguistic network contained all connections in all pre-processed theoretical excerpts from all articles.

Generate algorithmic rules for changing texts

In this critical phase, we decided on grammatical reductions (AUTHOR, 2019), such as removing words and deciding on simplified forms and synonymous words. The rationale for these reductions came from our evolving qualitative analysis. In both early and later stages of the analytical process, we would return to the excerpts before making decisions to see how words were used in the contexts of the different articles.

Generate thematic maps

The purpose of this phase was to reduce the complexity of the network representation of the data while still preserving critical relationships. Inspired by AUTHOR (2019), we used ‘fast-and-greedy community detection’ (Clauset, Newman and Moore, 2004) to find clusters of tightly knit words. These clusters were seen as representations of candidate themes (our final set of networked clusters of words can be found in the supplemental

materials). We then calculated links between clusters/candidate themes by counting the number of word links between themes. We visualised the map, showing only the most prevalent connections (Foti, Hughes and Rockmore, 2011) and, by re-applying community detection but now on the thematic map, were able to find clusters of themes (represented in colour in Figure 2).

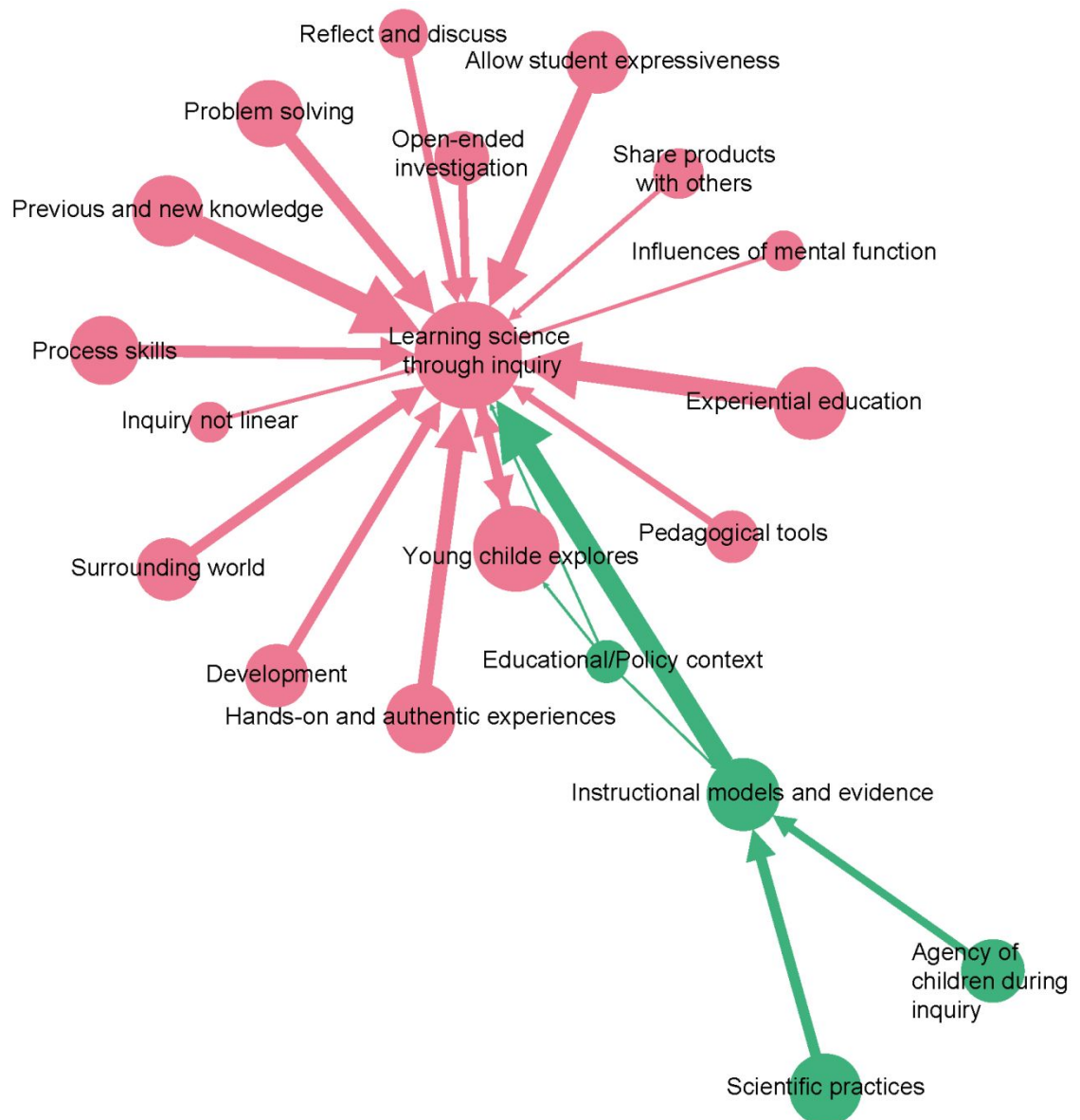


Figure 2. Thematic map for excerpts. Each circle represents a cluster of words/candidate theme, and each arrow represents word connections between clusters. The size of circles indicates the number of words contained in that cluster. Circle colours represent clusters of themes found by applying community detection on the map.

Critical review of themes and thematic maps

This phase involved close comparison between the original excerpt texts and both the thematic maps and the internal structure of themes (each theme is a sub-network of the original network). We scrutinised connections between words and themes; questioned why particular words appeared central or prevalent in the network; and why particular words had been clustered together. This led to new algorithmic rules that were implemented, and the results were scrutinised again.

Naming and describing themes and between theme patterns

To name a theme, we looked for the most prevalent connections between words and used our evolving understanding as well as less prevalent connections to guide the naming. For example, the theme *Learn science through inquiry* on Figure 2, contained the prevalent connections *science -> learn* and *learn->inquiry*, but also less prevalent ones such as *guide->inquiry* and *understand -> science*, as well as numerous minor connections supported that interpretation. This interpretation corresponded with our reading of the original articles.

Producing report

In reporting our findings, we found that one theme was too prevalent. The theme *Learning science through inquiry* lead attention away from possible underlying hidden patterns relevant for understanding positions. Therefore, in later analyses, we removed this theme from the thematic map and worked with the most prevalent remaining connections between themes. In this paper, we report on our integrated understanding of the final thematic maps, the network structure of themes and our careful reading and re-reading of the excerpts.

Results of illustrative thematic network analysis of ECIBSE

Here, we report on our thematic network analysis (TNA) of theoretical excerpts. We present our final thematic network map and then elaborate on themes shown in the map and their connections, including our final thematic map of theoretical excerpts.

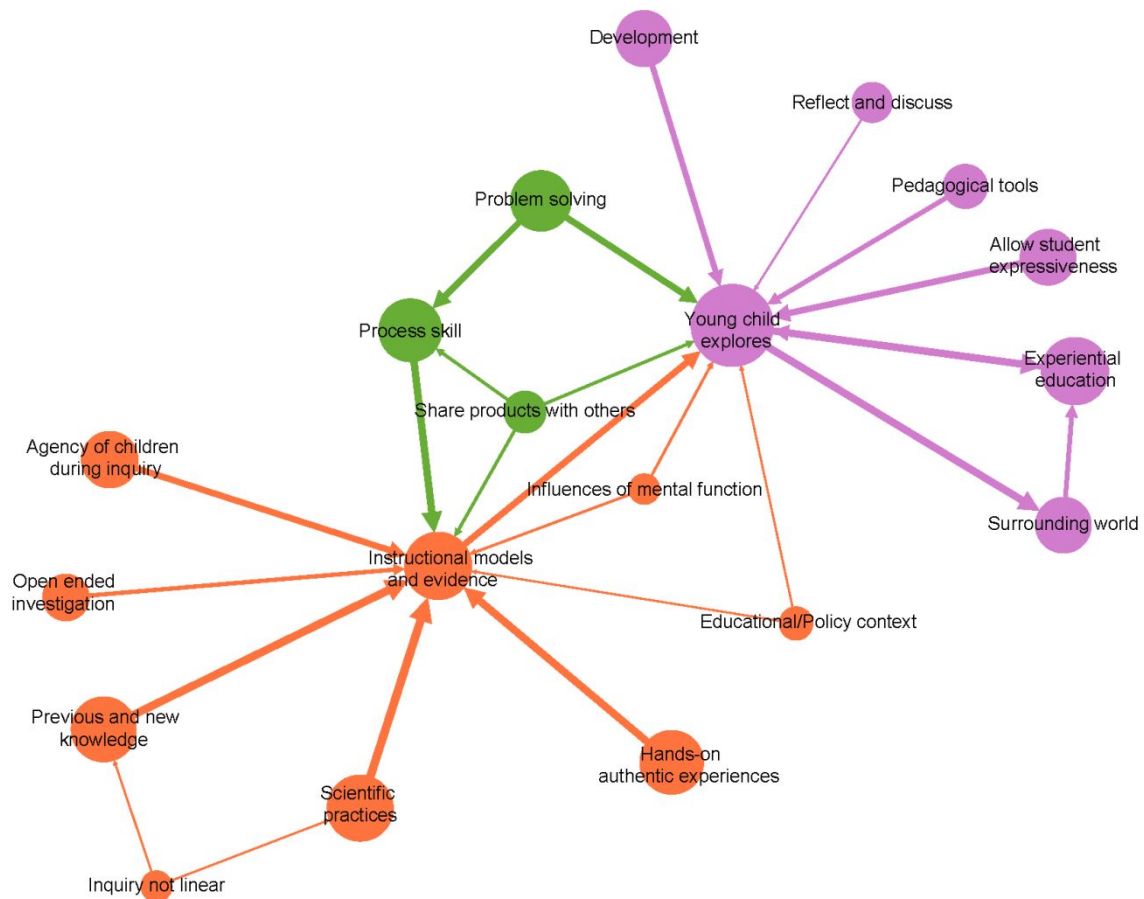


Figure 3. This study's final network map of theoretical excerpts. Overarching themes are colour coded. The size of circles represents the number of words within each (overarching) theme, and the size of arrows represents the number of connections between each (overarching) theme.

Using community detection, we were able to group themes into three clusters of overarching themes shown in colour in Figure 3 that contains of 19 themes:

- The orange-coloured themes comprise the following themes: Instructional models and evidence, Agency of children during inquiry, Open-ended investigation, Previous and new knowledge, Inquiry not linear, Scientific practices, Hands-on authentic experiences, Educational/Policy context and Influences of mental function. As we will argue below, this overarching theme seems to capture a group of theoretical descriptions of inquiry that aims at modelling science education practice through a phase-driven instructional model. We have named this overarching theme *Modelling scientific practice*.
- The second overarching theme is composed of the three green themes: *Process skill*, *Problem solving* and *Share products with others*. Together, these themes highlight a position which places emphasis on the ability to solve problems by

using process skills and being able to share with others. Interestingly, these elements are very often part understandings of competencies as they appear in science education literature where competencies are related to everyday life by focusing on problem solving of personal interest combined with relevance for today's society (see e.g. Ropohl et al., 2018, 10). However, competencies in this understanding involve both knowing and doing, individually and with others. Thus, the elements of competencies which we can see only partially cover the concept of competencies in science education, so we have named the corresponding overarching theme *Developing competencies*.

- The purple themes constitute the third overarching theme: Young child explores, Development, Reflect and discuss, Pedagogical tools, Allow student expressiveness, Experiential education and Surrounding world. These themes emphasise a notion of inquiry, in which the experiences, development and curiosity of the child takes centre stage as a starting point for inquiry, and in which the child's playful exploration of the world is central. We named this overarching theme *Child exploration/experience*.

We argue that the three overarching themes represent theoretical positions with regards to ECIBSE in the literature. In order to relate the map to the literature in detail, we shall now analyse each conceptualisation in turn, linking network representations to the literature with overarching themes in *italicised and underlined*, while themes and words are *italicised* only.

The Modelling scientific practice position

Almost all of the themes in the overarching theme point to the central *Instructional models and evidence*. One way to interpret this structure is to view themes that point to the central theme as elaborations of important aspects of that theme. With this interpretation in mind, *Agency of children during inquiry*, *Open-ended investigations*, *Previous and new knowledge*, *Scientific practices* and *Hands-on experiences* are important aspects to consider when applying inquiry instruction models. If we interpret the size of the circles (the number of words in the underlying theme networks) as an indicator of importance, these are roughly equally important. Thus, the three smaller orange themes are not prevalent in the theoretical positioning in the literature. Overall, the patterns in *Modelling scientific practice* draw attention to aspects of inquiry processes

used by real scientists. García-Carmona, Criado and Cruz-Guzmán (2017, 990) provide an example of how references to scientific practice that is consistent with this conceptualisation:

They [the children] use skills employed by scientists such as raising questions, collecting data, reasoning and reviewing evidence in the light of what is already known, drawing conclusions and discussing results. (990).

Many studies make use of phase-driven instructional models adapted to ECIBSE-contexts. For example, Desouza (2017) modifies the 5E model by Bybee et al. (2006) to be suitable for ECIBSE. Phase-driven instructional models are implemented to help model scientific practice, and they act as a paedagogical structure to underpin planning of science activities.

Agency of children during inquiry represents how the child can be seen as an agent in an inquiry lesson. For example, Margett and Witherington (2011) predicts and compares what pre-schoolers do with what adults do in inquiry situations in biology - and thereby demarcates children's agency.

Open-ended investigation covers the view of inquiry through which adults allow students to investigate a prescribed problem which has more than one correct solution, using their own methods as described in Leonard, Boakes and Moore (2009). Open-ended investigations are often seen as a landmark in instructional models like 5E (Bybee et al., 2006).

Previous and new knowledge is part of an instructional approach to inquiry. The theme contains the word *construct* and the link *construct* → *knowledge*. However, words and connections in the theme also suggest that there are constraints on the new knowledge which fit with modelling scientific practice.

Scientific practices contain links such as *collect* → *data*, *ask* → *questions*, *make* → *observation*, and *interpret* → *observation*. We take this theme to represent the idea that children should engage in science-like practices as part of inquiry instruction.

Hands-on and authentic experiences may be seen as an elaboration of the nature of the activities which children should learn from. Other ways of wording this sentiment include 'real life' and 'phenomena from everyday life.' The theme also highlights that time is a necessary component for such activities.

The Developing competencies position

This position concerns the development of skills, literacy and affect, which children should learn through inquiry. In science education, most definitions of competence involve knowledge and skills, and the ability to use this in complex situations (Ropohl et al., 2018). In addition to this, our understanding of competence also includes affective terms (such as curiosity, emotion and values and the will to act), collaboration, and participation in relevant decision-making processes (AUTHORS, 2012; Ropohl et al., 2018). Note that this understanding of competencies may have a much broader scope than science.

The theme *Process skill* includes the words *process*, *skill*, *literacy*, *thinking skill*, *communication* and *knowledge*. *Process* may refer to ways by which to learn and experiment; in iterative cycles, in which skills are gradually learned. Process skills may also refer to the skills that need to be developed in order to engage in science-like practices (e.g. Bell and St.Clair, 2015).

Problem solving as a theme appears as a many-faceted process that may involve constructing solutions to given tasks (Wu and Lin, 2016), ‘detecting and solving life-related problems in [the children’s] own ways’ (Wu and Lin, 2016, 846), and ‘as a means for supporting children to construct nuanced meanings of the world that surrounds them’ (Philippou et al., 2015). Solving problems is often seen as part of inquiry and scientific literacy and can be connected to aesthetic, intellectual, and emotional states (Bruce and Casey, 2012), and may involve dialogical and collaborative elements (Bruce and Casey, 2012; Siry, Ziegler and Max, 2012).

Sharing products with others is a small but central theme. In early childhood, it can be a challenge for teachers to facilitate sharing, ‘since early childhood students are [just] beginning to build early literacy skills’ (Eckhoff, 2017, 220). We believe that this theme represents an important bridge, since it is important to focus on the child’s ability to even participate in the processes of inquiry as part of *Developing competencies*. If children in a class do not have a concept of how to share work or engage productively in a communicative process, then peer discussions may not teach them to draw conclusions based on evidence.

The Child exploration/experience position

Two arrows point from the central *Young child explores* Circle. One points to *Experiential education*, another to *Surrounding world*. This could signify that *Young child explores* somehow modifies or informs these two other themes.

The theme *Young child explores* is named after thick connections *young* → *child* and *child* → *explore*. The word *child* is central and connected to encouragement, inciting, stimulating, empowering, assisting and enabling. These all seem like strategies for letting children explore by using curiosity, experience and language, and for giving weight to childrens' decisions. Curiosity can drive action so that the child comes to own the inquiry process (Bruce and Casey, 2012; Samarapungavan, Patrick and Mantzicopoulos, 2009; Senocak et al. 2013; Van hook and Huziak-Clark, 2008), rather than being provided with information on scientific concepts (Ilhan and Tosun, 2016). Enyedy et al. (2012) mentions participatory simulations, in which students make and evaluate rules that underlie a simulation, and Siry, Ziegler and Max (2012) argues that children's 'science-related talk' often is 'at the origin' of 'standardized canonical discourse' (314). Unsurprisingly, *engage* is another central word this theme; children's engagement is instrumental for their exploration.

Development is characterised by two main connections: *starting* → *point* and *concept* → *develop(ment)*. In line with Dewey, the starting point of exploration in this position is seen as the child's interest (e.g. Bruce and Casey, 2012) and exploration (e.g. Enyedy et al., 2012). Conceptual development is seen as a long-term endeavour (Decristian et al., 2015; Gropen et al., 2017), which may involve many aspects, such as children developing and exploring their own explanations, models and concepts. At the same time, children are seen as developing beings - a point that we believe is captured by McNerney and Hall (2017, 207):

For scientific thinking to develop through children's exploratory play and observations, children should, at some stage, be able to interpret and make sense of their experiences so that they can gain a better understanding of the world around them.

Allow student expressiveness is built on the network connection *allow* → *student* and represents the varied ways in which children as active learners are allowed hands-on experiences, participation in socio-dramatic role play, or even to initiate and lead the

inquiry activity (Enyedy et al., 2012; Hollingsworth and Vandermaas-Peeler, 2017). In addition, *Allow student expressiveness* mirrors the challenges of ECEIBSE found in *Share with others*; finding alternative ways to encourage young children to express and visualise their own thinking can be an important element of ECIBSE (Eckhoff, 2017). Specific media include visual arts media, drawings, use of play doh, and digital photography (Eckhoff 2017; Enyedy et al. 2012; Fridberg, Thulin and Redfors 2018; Leuchter, Saalbach abd Hardy, 2014).

The strong connection from *Young child explores* to *Surrounding world* resembles what children should explore; the strongest link in *Surrounding world* goes from *world* to *around*. The *Surrounding world* includes the material, natural, social and individual world. Thus, we interpret the link from *Young child explores* to *Surrounding world* as a prescription of what should be explored. *Young child explores* also has a strong connection to *Experiential education* in Figure 3. The strongest connection in the theme is *early* → *childhood*, and *childhood* additionally links to *teacher* and *education*. Furthermore, links make up the chain *experiential* → *education* → *context*. Taken together with our reading of the theoretical excerpts, we see this theme as representative of the broader educational context for ECIBSE that emphasises the young child's exploration, experience-making and reflection.

Connections between the three theoretical positions

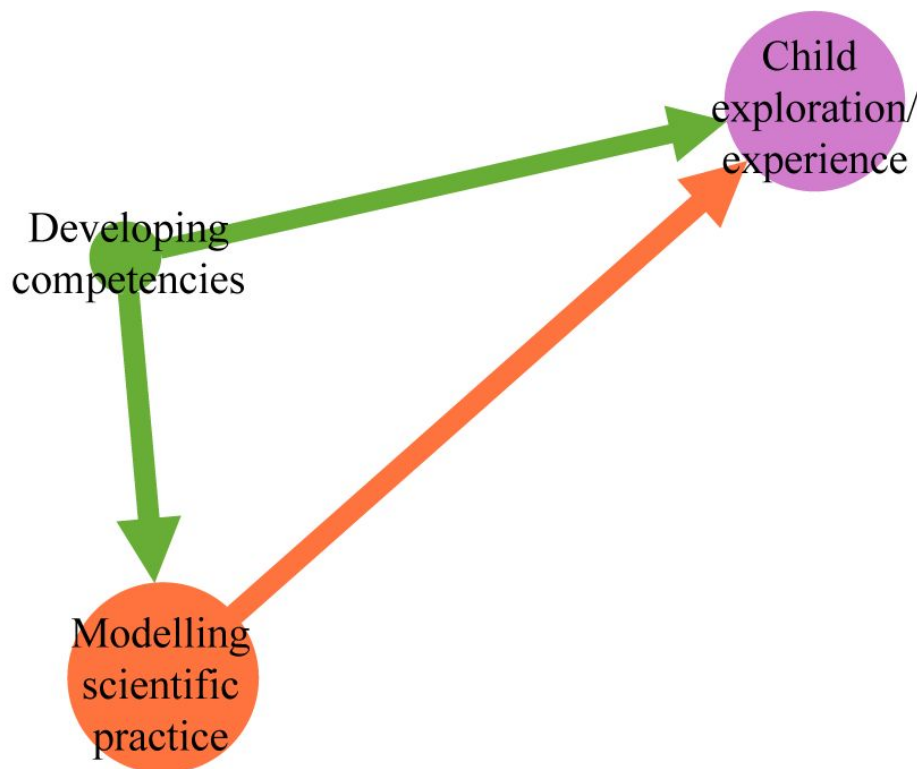


Figure 4. A map of the three theoretical positions described above. Each coloured circle represents one of the three positions we have identified; they are collections of the themes with corresponding colours in Figure 3. The arrows represent the collected connections from themes representing one position to themes representing another position.

In summary, our analysis finds three distinct but connected theoretical positions (see Figure 4), and each theoretical position is comprised of a number of interconnected themes. The connections (represented by arrows) between positions stem from the combined number of linguistic connections from words in one theme to words in another. The link from *Modelling scientific practice* to *Child exploration* is mainly due to the direct connection from *Instructional models and evidence* to *Young child explores*. This connection, in turn, is due to links in the final linguistic network ('linguistic links') that highlight how theoretical excerpts connect instructional models as a way of engaging children in exploration. The connection from *Developing Competencies* to *Child Exploration* is mainly due to the connection from *Problem solving* to *Young child explores*. This connection relies on multiple linguistic links which highlight the need to think about the emotional, physical, intellectual, technical and social environment during problem solving. The connection from *Developing competencies* to *Modelling scientific*

practice is mainly due to the connection from *Process skill* to *Instructional models and evidence*. The linguistic links responsible for this connection bring together a learner's ability to justify, argue, and connect theoretical ideas and knowledge using evidence.

Discussion

Our discussion falls into two parts. First, we discuss how our illustrative results relate to ECIBSE literature. Next, we shall discuss our developed methodology.

Discussion of the ECIBSE example of thematic network analysis

Many of Dewey's original ideas of inquiry and tensions between these ideas are also present in recent theoretical expositions of empirical articles. The idea of phases is prevalent and can be traced to Dewey (2013), and we find intricate relations which can be related to a philosophy of experience. For instance, Dewey's categories of situation and interaction are present in multiple themes, both as hands-on experiences when modelling scientific practices and in children's exploration of the surrounding world. However, we find that the tension is not as simple as the tension between traditional and progressive education (Dewey, 2015). However, we do recognise a tension between science practice and child exploration; in the theoretical excerpts from empirical literature, children's emotions, genuine curiosity and affect are not tightly linked to scientific practices.

The current tension between ECIBSE as scientific practice and child-centred experiential education has been addressed recently by others (e.g., Dobber et al. 2017; McGuigan and Russel, 2018; Larimore, 2020). Each of these works identifies this tension, but from different perspectives and with different solutions. Dobber et al. (2017) articulate a tension between student directed and teacher directed inquiry and identify different regulatory approaches, metacognitive, cognitive, and social for the teacher that could be used to mediate between the directions. Larimore (2020) argues for a holistic approach where 'frequent play-based experiences with phenomena [from the children's] everyday lives' help 'figuring out' science (709). We believe that our findings highlight a way of thinking about this tension, which is related to but different from both of these approaches.

In this way of thinking, modelling scientific practice and child exploration and experience can be moderated by the need for developing competencies. In this particular context, competency includes curiosity, emotions, skills and knowledge, as well as the will and ability to use them when relevant (Ropohl et al., 2018, 10). In this view, children's development of competencies becomes a main goal – one that cannot be achieved without either of the two others. This does not preclude tight connections between children's innate propensity to be curious and figure out the world by learning science (Larimore, 2020).

The theoretical positions and tensions we found in excerpts are also highlighted by McGuigan and Russel (2018). Their analysis suggests, in line with our analysis here, that early years' practices should be linked to science approaches 'by tracing developmental learning progressions between general behaviours and the emergence of more science-specific behaviours' (34). They advocate for a 'whole child framework' that integrates these positions and suggest collaborations with practitioners to implement such a framework.

In addition, the positions warrant a discussion of what should be learned in ECE and what should be learned later in school. For example, with respect to the cognitive and executive level of development (Hollingworth and Vandermaas-Peeler, 2017), allowing the children to experience how to cooperate before asking them to discuss may be beneficial. For the same reasons, allowing children to learn to observe, classify and ask their own questions might be a part of a science-related competency to be developed before learning to draw conclusions based on evidence.

On the other hand, both McGuigan and Russel (2018) and Larimore (2020) suggest that children are capable of using both technical terms and of providing explanations of what they experience. Furthermore, Larimore may be aligned with Dewey's idea of continuity, when suggesting 'frequent meaningful integration of science' for children. The quest may then be to find age-appropriate content, drawing on a world near to the child, and work frequently to foster children's ability to unify elements of an indeterminate situation. Combined with metacognitive, conceptual and social regulation (Dobber et al., 2017), continuous negotiation between developing competencies, child exploration and modelling scientific practices might constitute such a holistic or whole-child approach.

We believe important questions remain: In what way is *Modelling scientific practice* valuable from the child's perspective? How can a *child's exploration/experience*

open for qualified science experiences in early childhood? Which competencies should be developed during early childhood?

Thematic network analysis as a review method

As stated earlier, the method presented here shares many elements with recently published methods (AUTHORS, 2019; AUTHORS *in press*), and thus shares methodological issues with methods. The issues include: whether the products of our thematic network analysis represent the text appropriately; whether and how the method is and can be scientifically rigorous; strengths and limitations; and how the method might be further strengthened. Instead of repeating those discussions here, we shall focus on issues we believe are central to this particular method.

The design and implementation of algorithmic rules are at the heart of the researcher’s decision process. These rules shape thematic networks, thereby framing the whole interpretative process. Therefore, keeping track of rules and how changing them changes network representations are essential to interpretations and the final narrative (AUTHORS, 2019). The final narrative should be consistent with themes, positions and connections in thematic maps. This begs the question: Do the final maps and narrative correspond to theoretical positions as seen by researchers in the field? In our illustrative example, we compared the positions with both early inquiry frameworks and contemporary ideas about teacher practice in inquiry and found correspondences. Another method for establishing such correspondence would be to present researchers with our findings and ask if they could recognise the theoretical positions and to judge to which position(s) their writings would correspond. This method is inspired by Von der Fehr (2016), who used it to validate respondent positions in social networks.

Our proposed method can be seen as an integration of qualitative (thematic analysis) and quantitative (network analysis) methods. We see the two as being on equal footing in the method (Johnson, Onwuegbuzie and Turner, 2007), because they iteratively inform each other throughout the process. This means that one the method can be judged against both quantitative and qualitative standards for scientific rigor. Here we focus on the quantitative concept of *reliability* and the qualitative counterpart, dependability (Golafshani, 2003). The networks and maps created with the method are reliable and reproducible, given the textual excerpts and our final procedure. However, the textual excerpts and procedure might change if different researchers had extracted and produced

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2
3 them. In order to increase *dependability* (Galofshani, 2003), we have iteratively and
4 critically gone through words that we either changed or removed, and – as discussed
5 above – compared with other sources. A further increase of *reliability* might be to have
6 researchers work independently on different aspects of the method: selection of excerpts,
7 selection of words to change or exclude, naming of themes; then and on several occasions
8 meet and compare notes and then independently prepare new versions of the analyses. If
9 researchers' analyses converge over time, then one could say that the results were reliable.

10
11 Our example was comprised by excerpts from a limited set of papers. As such, it
12 was a manageable data set. Depending on the aims and scope of research, both target
13 excerpts and number of papers could vary. Had we chosen inquiry more broadly, we
14 would have got a lot more papers, and had we focused on the abstract rather than
15 theoretical expositions, we might have achieved a relational map of elements of studies
16 rather than theoretical positions. With a larger set of papers or a broader scope, it might
17 not have been feasible to read each paper and weigh every 'algorithmic rule' as closely
18 as was the case here. Instead, one could draw on more of the quantitative tools available
19 with network theory to provide overviews of data. However, following Willig (2013,
20 126), we argue that no reading – and indeed any interpretation – can be said to be 'true'
21 or 'right', since language is constructive and functional. In our view then, as quantitative
22 network tools become more ubiquitous in the analyses, the qualitative parts of the
23 analyses should intensify as well.

34 35 36 37 38 39 **Concluding remarks**

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41 In this paper, we have shown a method for reviewing literature, which is aimed at
42 revealing standpoints embedded in each article and which used theoretical excerpts from
43 early childhood inquiry-based science education literature from 2008-2019 as an
44 illustrative example. We arrived at a map and accompanying interpretations of theoretical
45 writings in the field, which showed interwoven themes and positions relating to how
46 young children should engage with inquiry. We used our discussion relate the map to
47 both recent literature and Dewey's original thoughts, arguing that thematic network
48 analysis can mediate theoretical standpoints. We further argued that the methodology can
49 be expanded and refined in different directions, including other textual excerpts, selection
50 of texts and scientific rigor.

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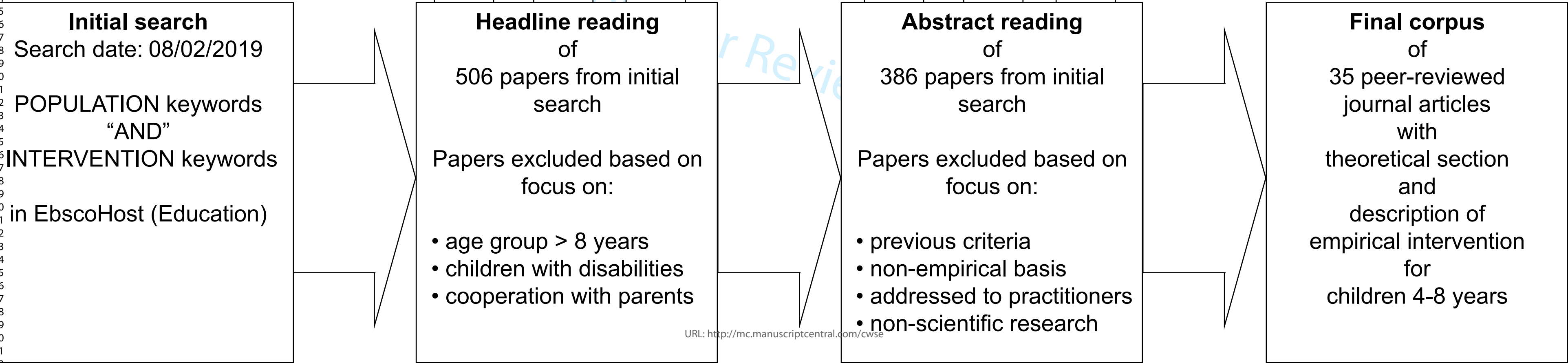
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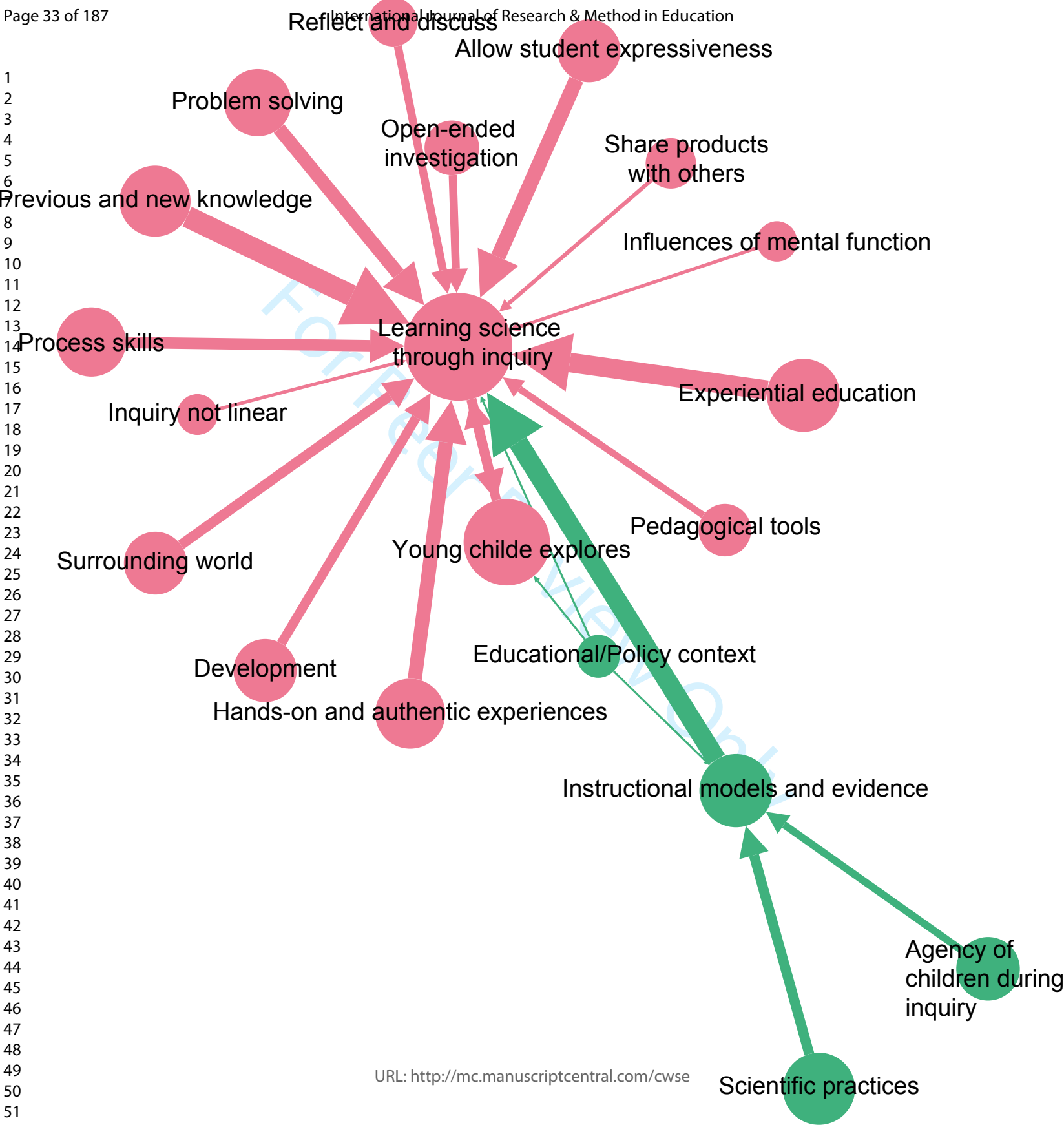
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Publication dates	01/01/2008-31/01/2019	Literature language	English
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INTERVENTION	Inquiry-based teaching, Inquiry-based science education, Inquiry cycle*, Inquiry-based learning*, Inquiry phases, (IBL), (IBSE), Inquiry learning process*, Inquiry-based instruction, Inquiry model, Scientific inquiry, Scientific practices, (IBI), Inquiry-based learning framework.	“OR” separated items in block	
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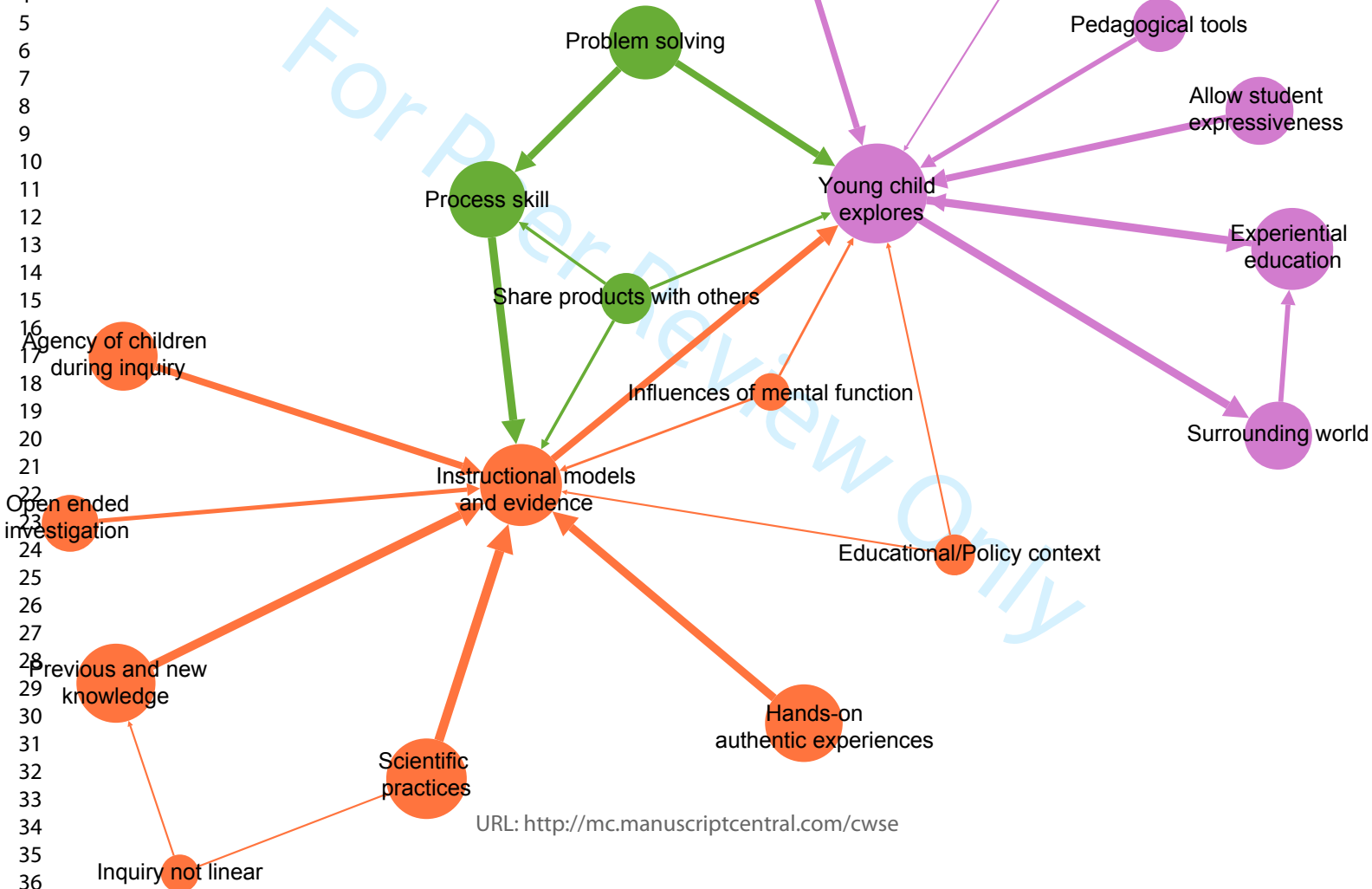
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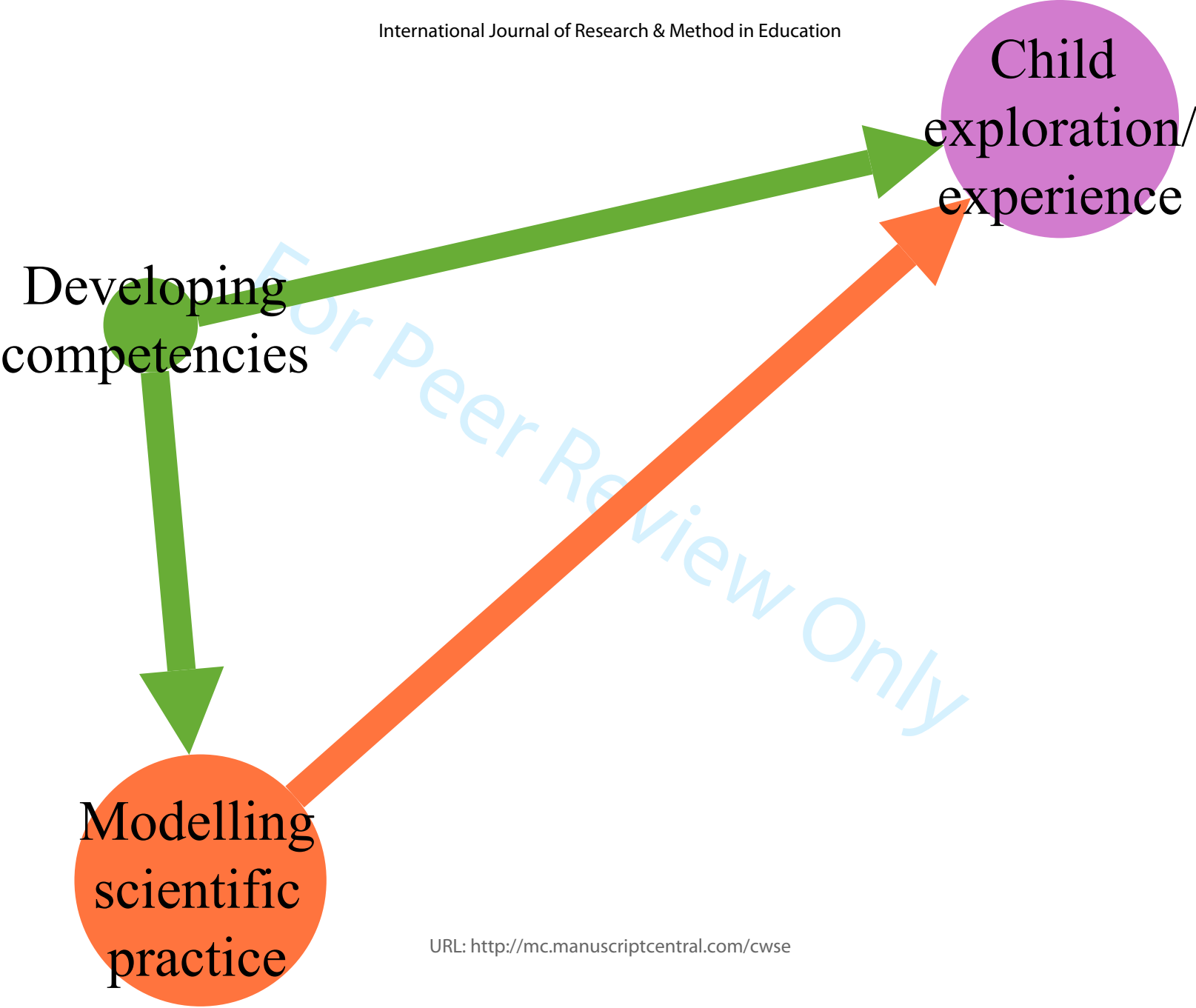
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Final set of networked clusters of words

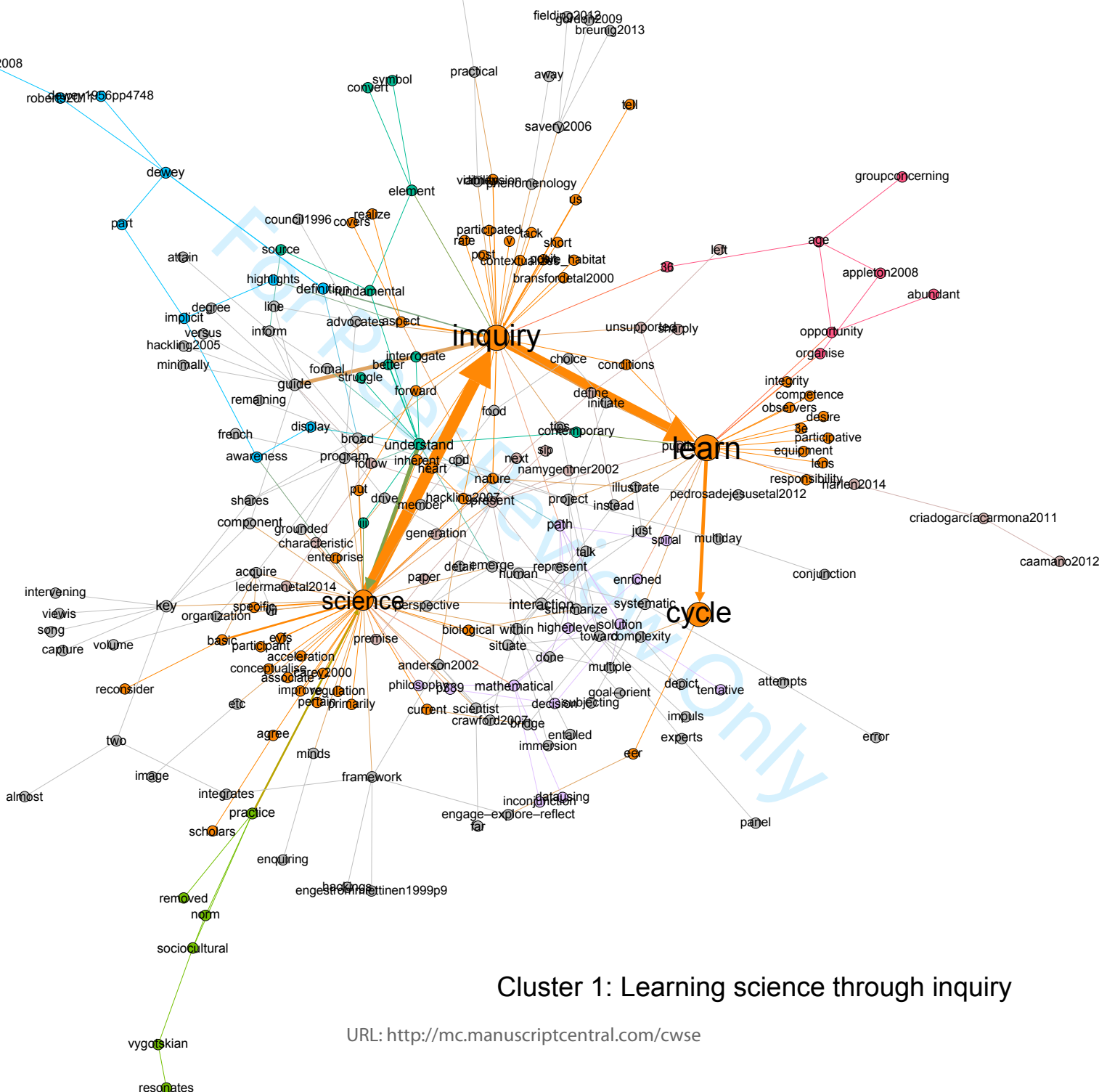
This document contains the final set of clusters derived from the linguistic network described in the main article. As mentioned there,

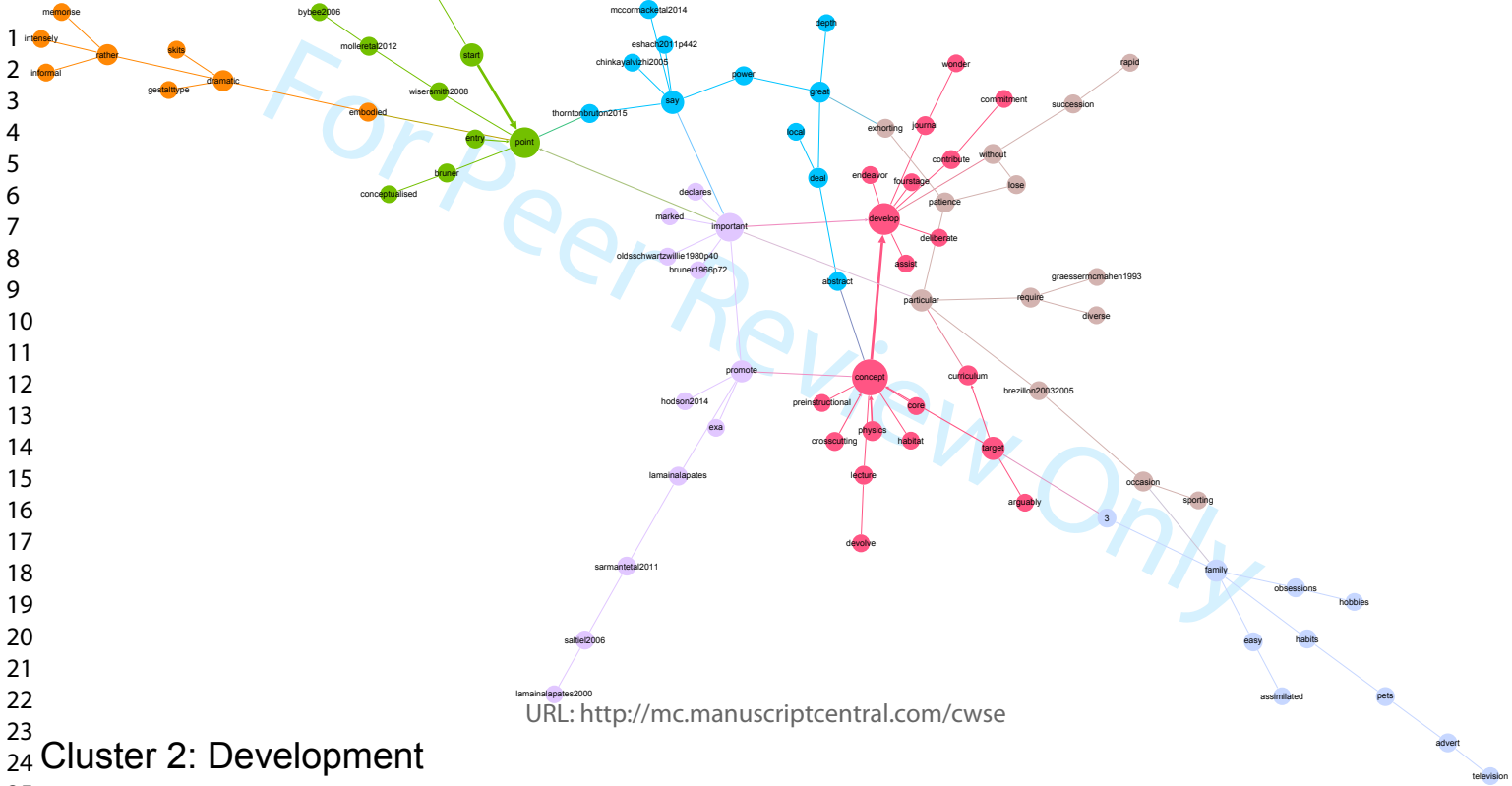
we created weighted and directed linguistic networks where ‘a directed link is established from *Word A* to *Word B* if *Word B* follows *Word A* in the pre-processed [text]’ (AUTHORS, 2019). We created a combined linguistic network, which represented an amalgamation of excerpts from articles.

Furthermore, as we state in the main article,

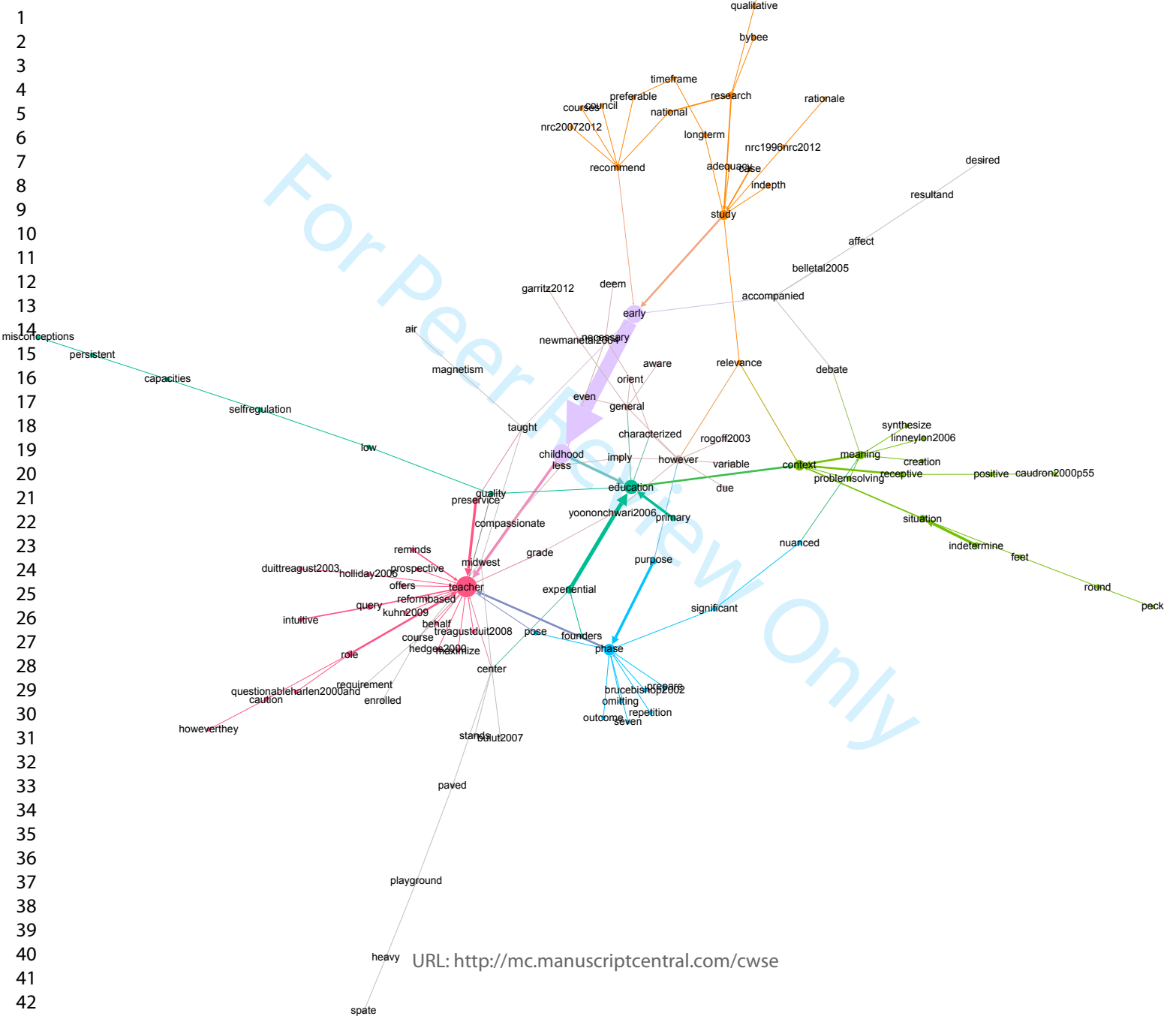
we used ‘fast-and-greedy community detection’ (Clauset, Newman and Moore, 2004) to find clusters of tightly knit words. These clusters were seen as representations of candidate themes.

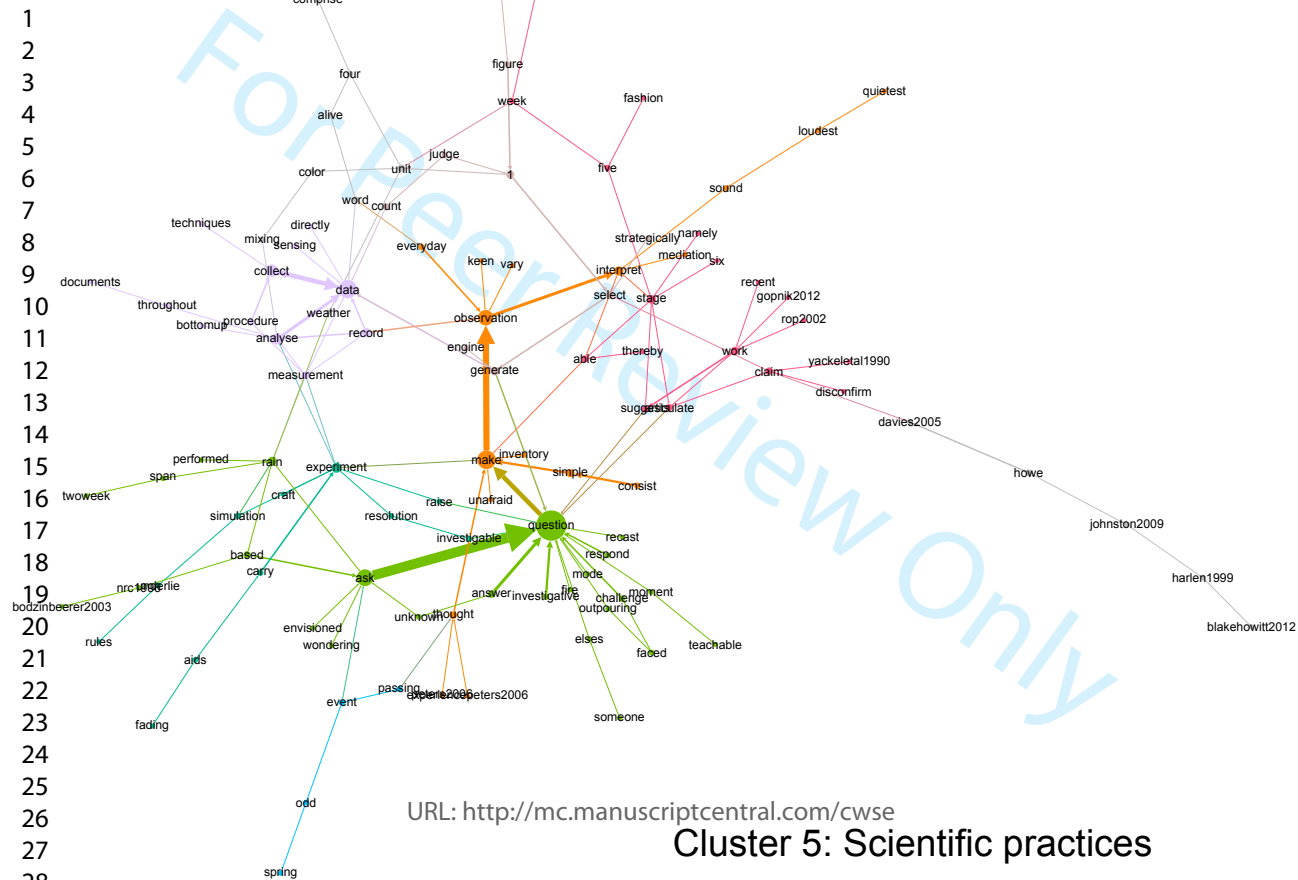
Each of the following pages in this document contains one of these networked clusters as they appeared in our final Thematic Network Analysis. Each networked cluster corresponds to a theme shown Figure 2 (and, except for the first networked cluster, Figure 3) in the main document and can be seen as representations of the underlying linguistic structure of those themes.



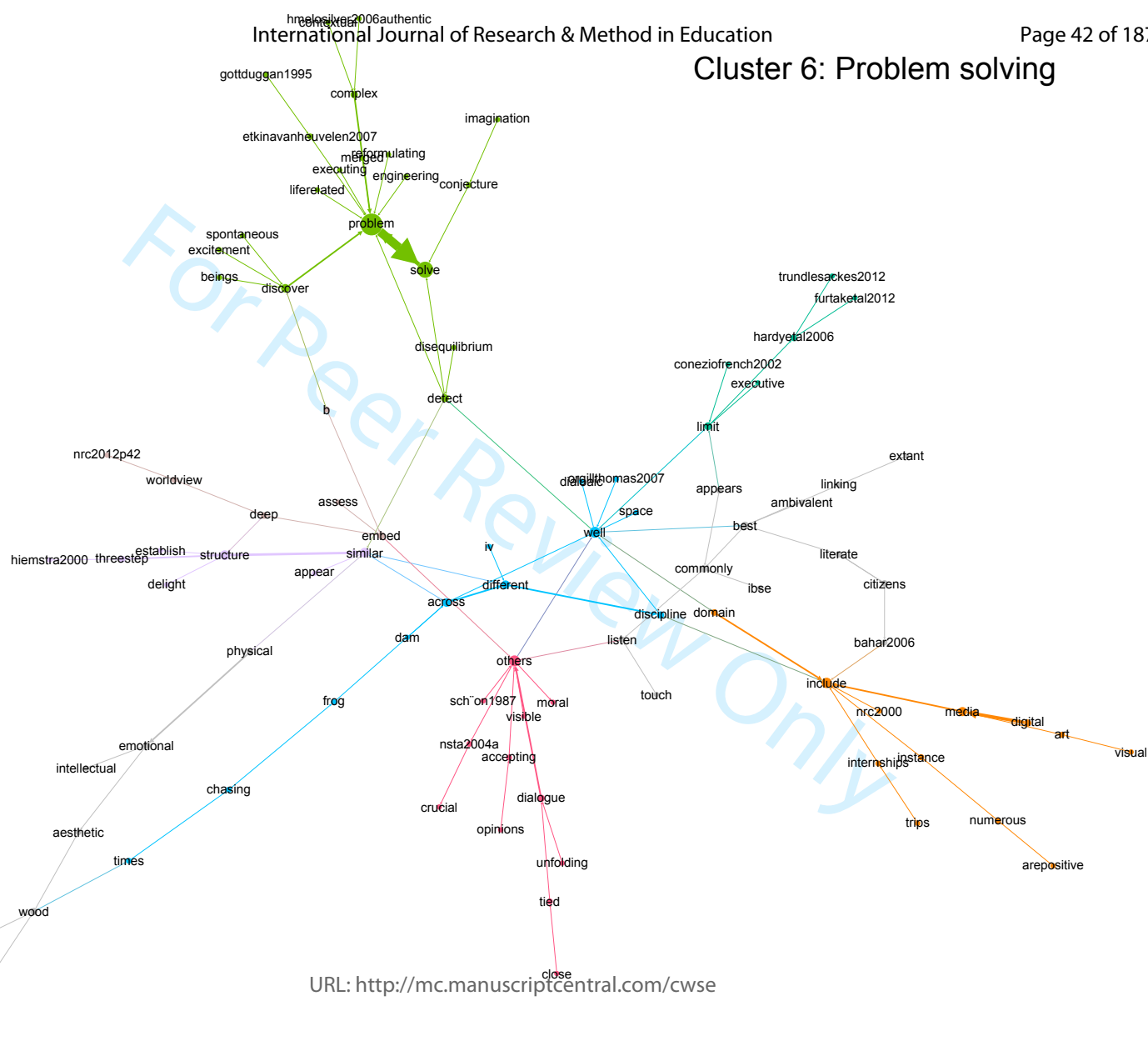


Cluster 4: Experiential education



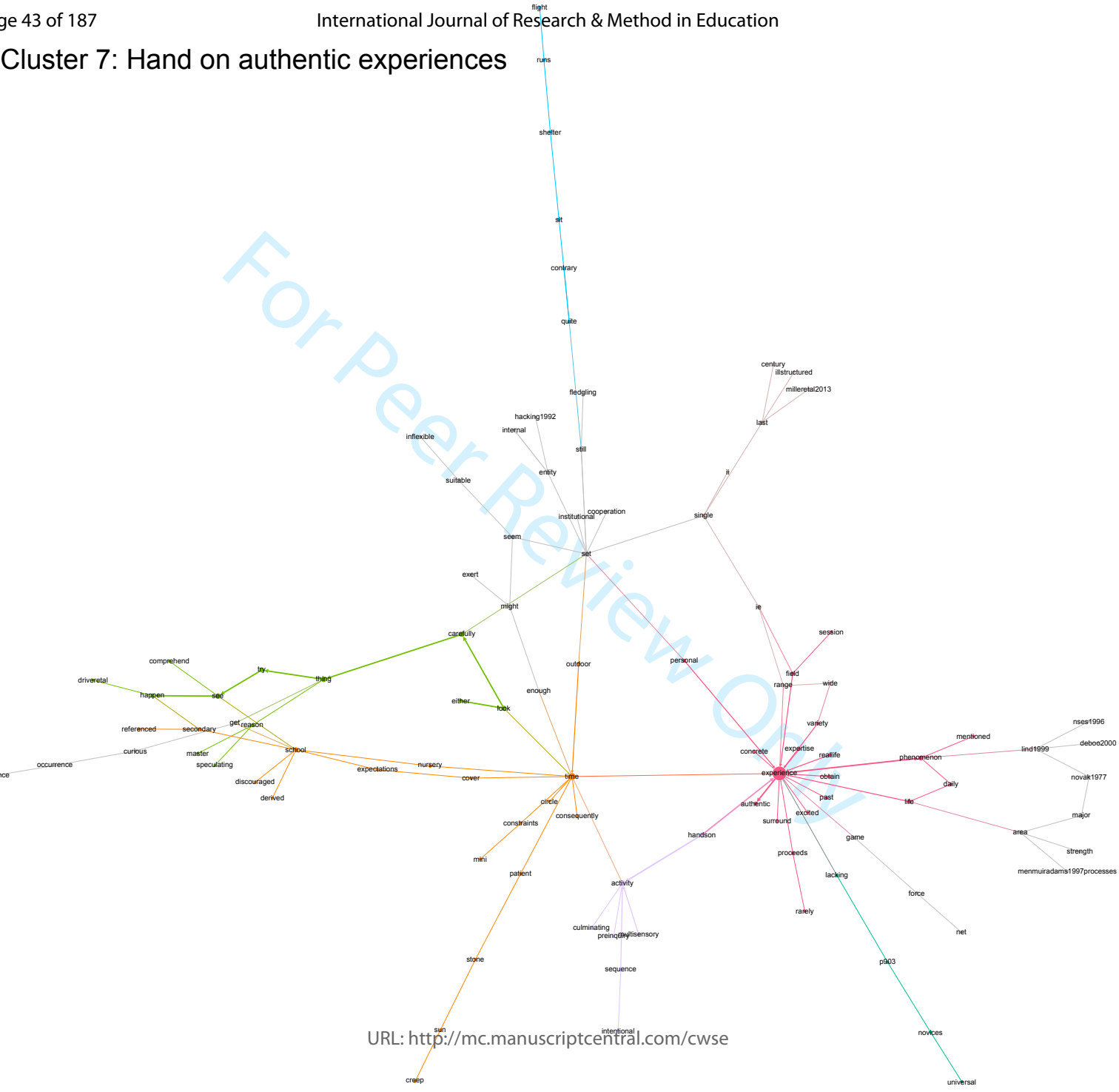


Cluster 6: Problem solving



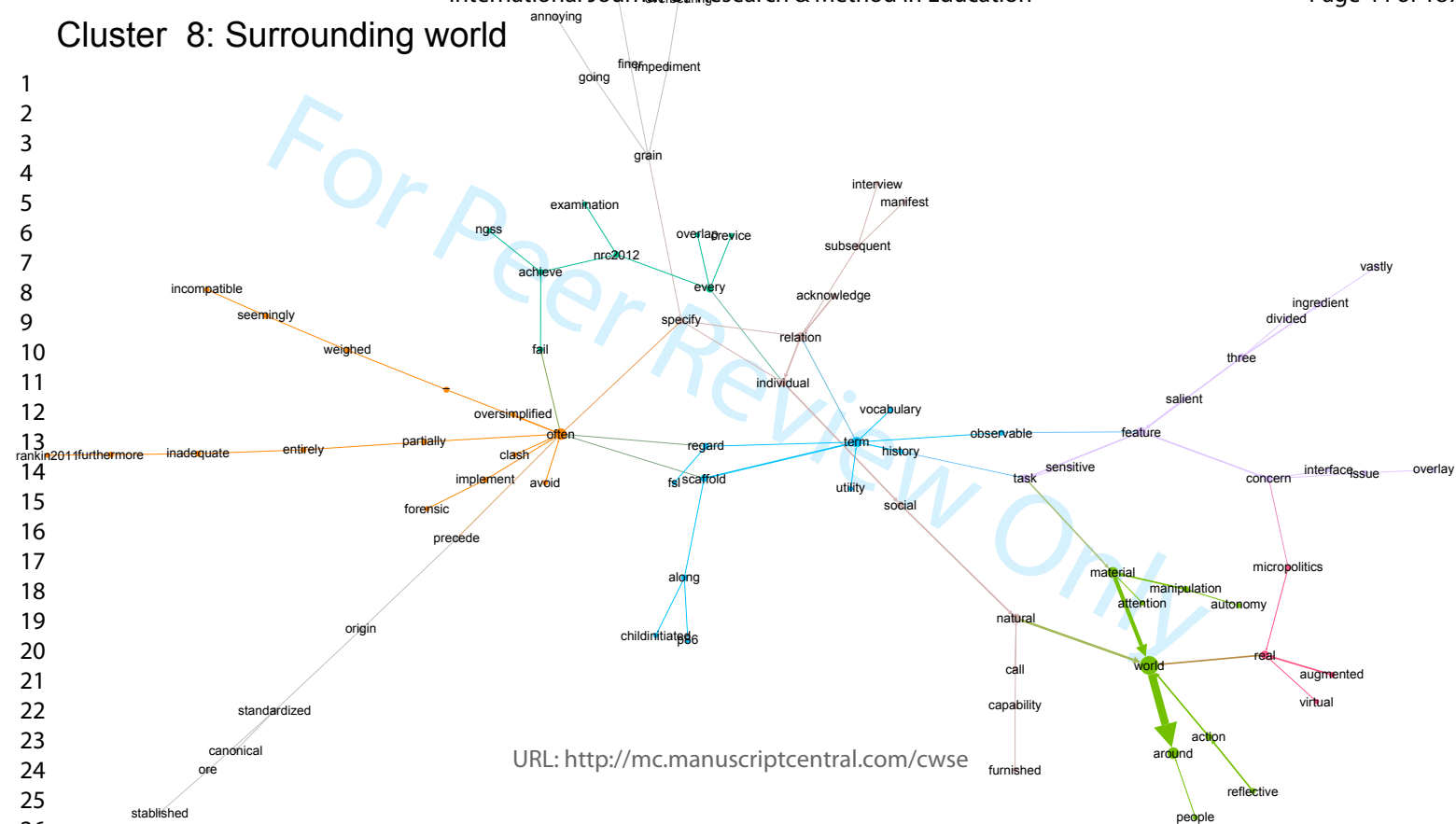
Cluster 7: Hand on authentic experiences

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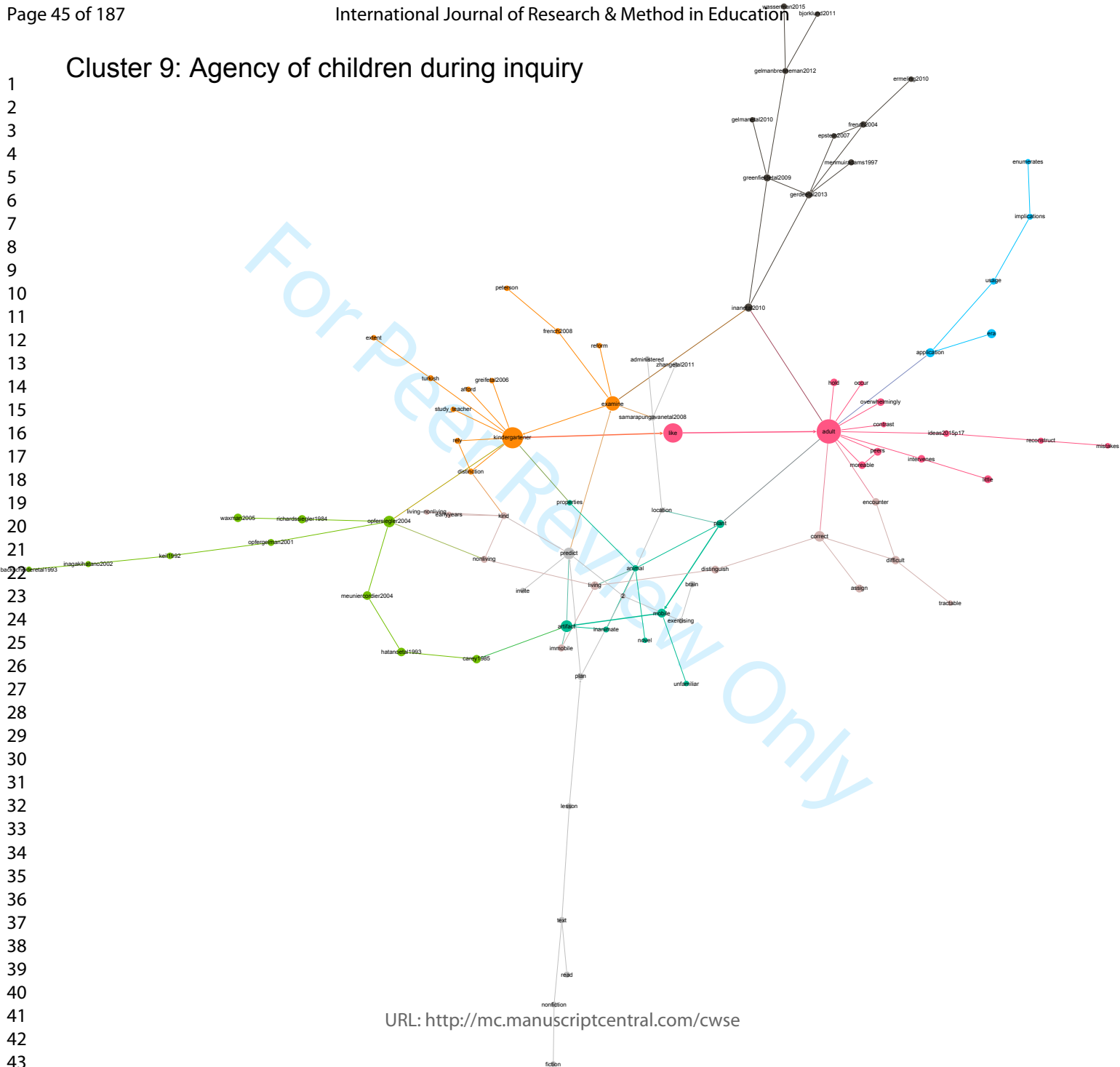


Cluster 8: Surrounding world

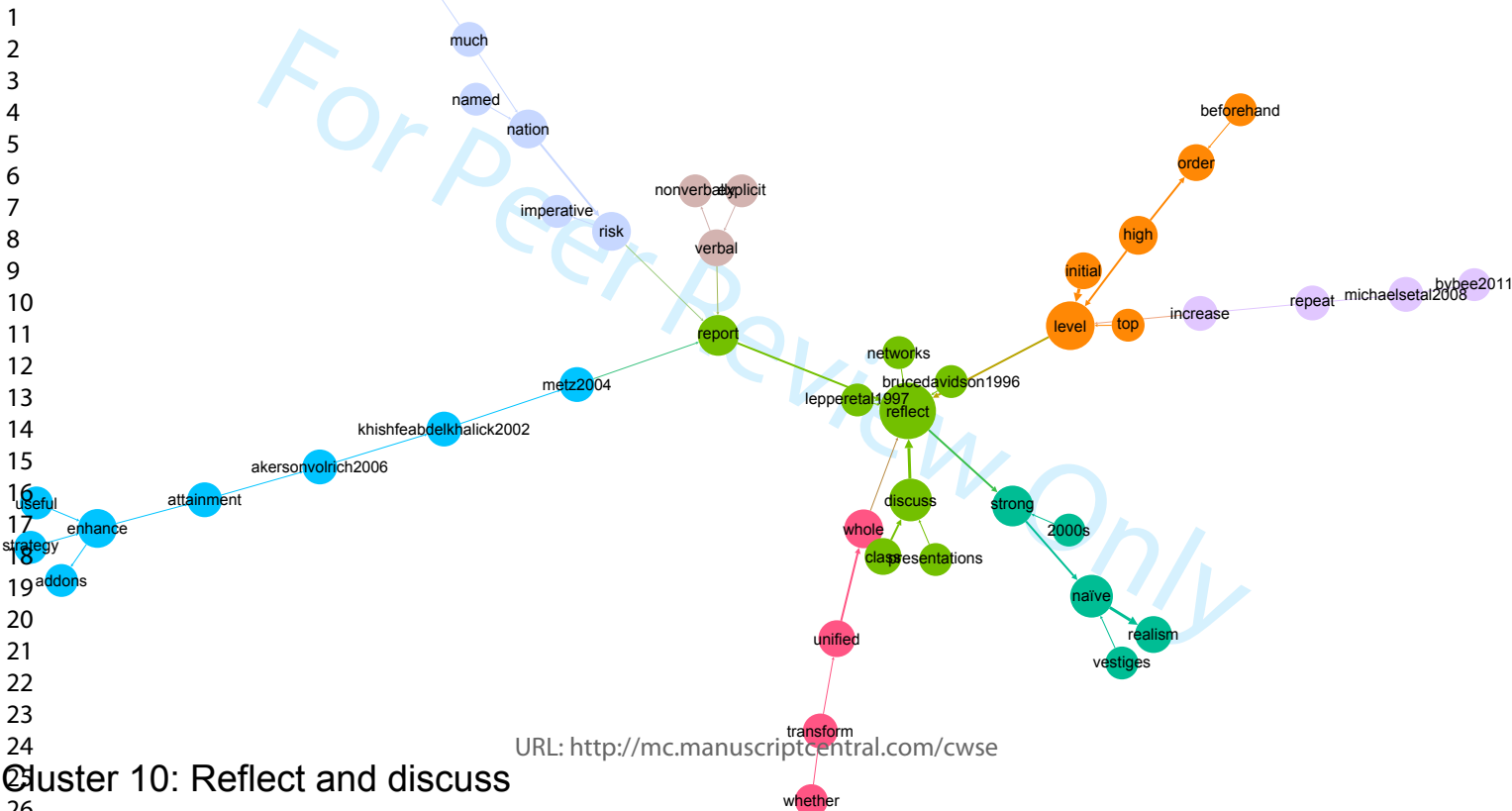
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Cluster 9: Agency of children during inquiry



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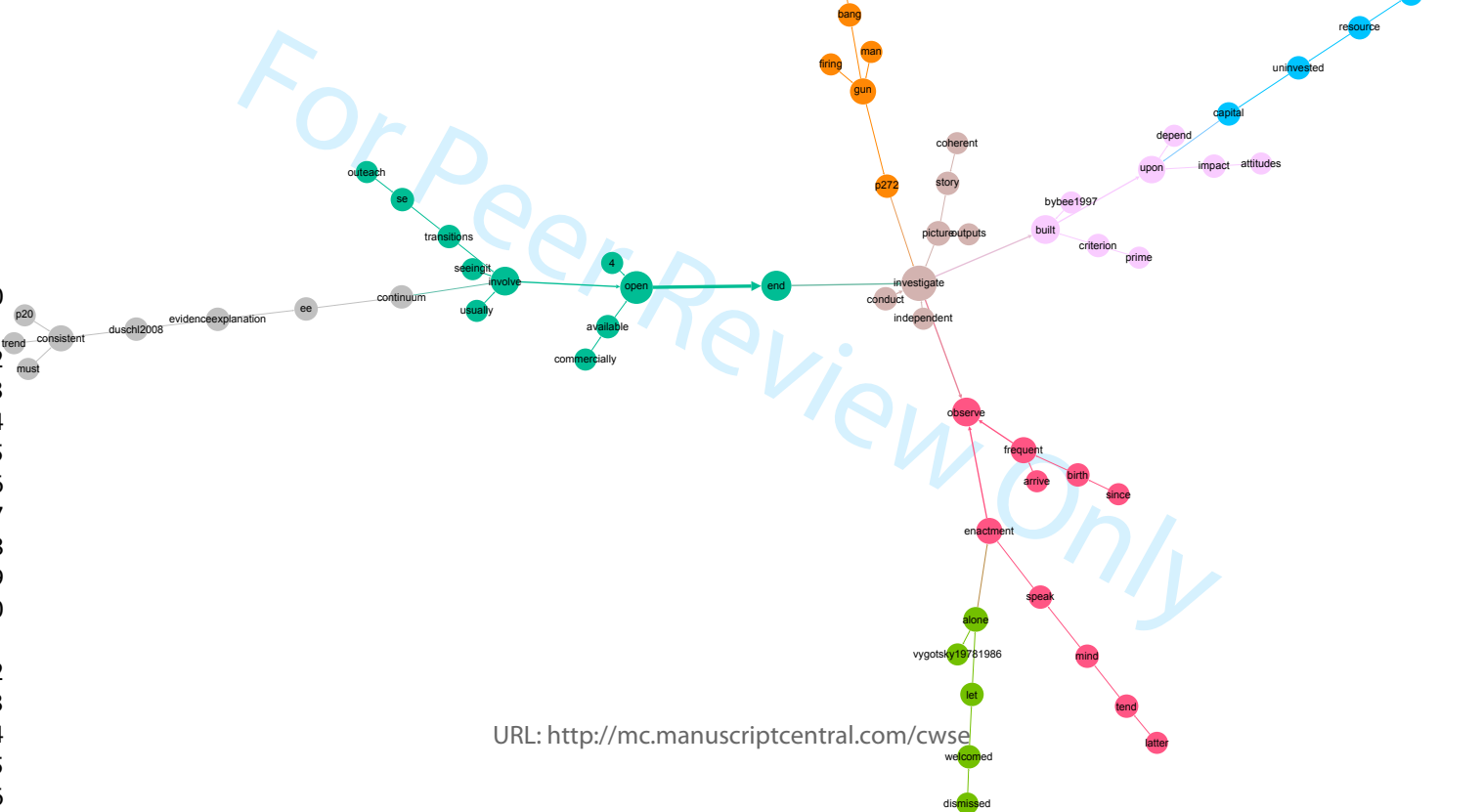


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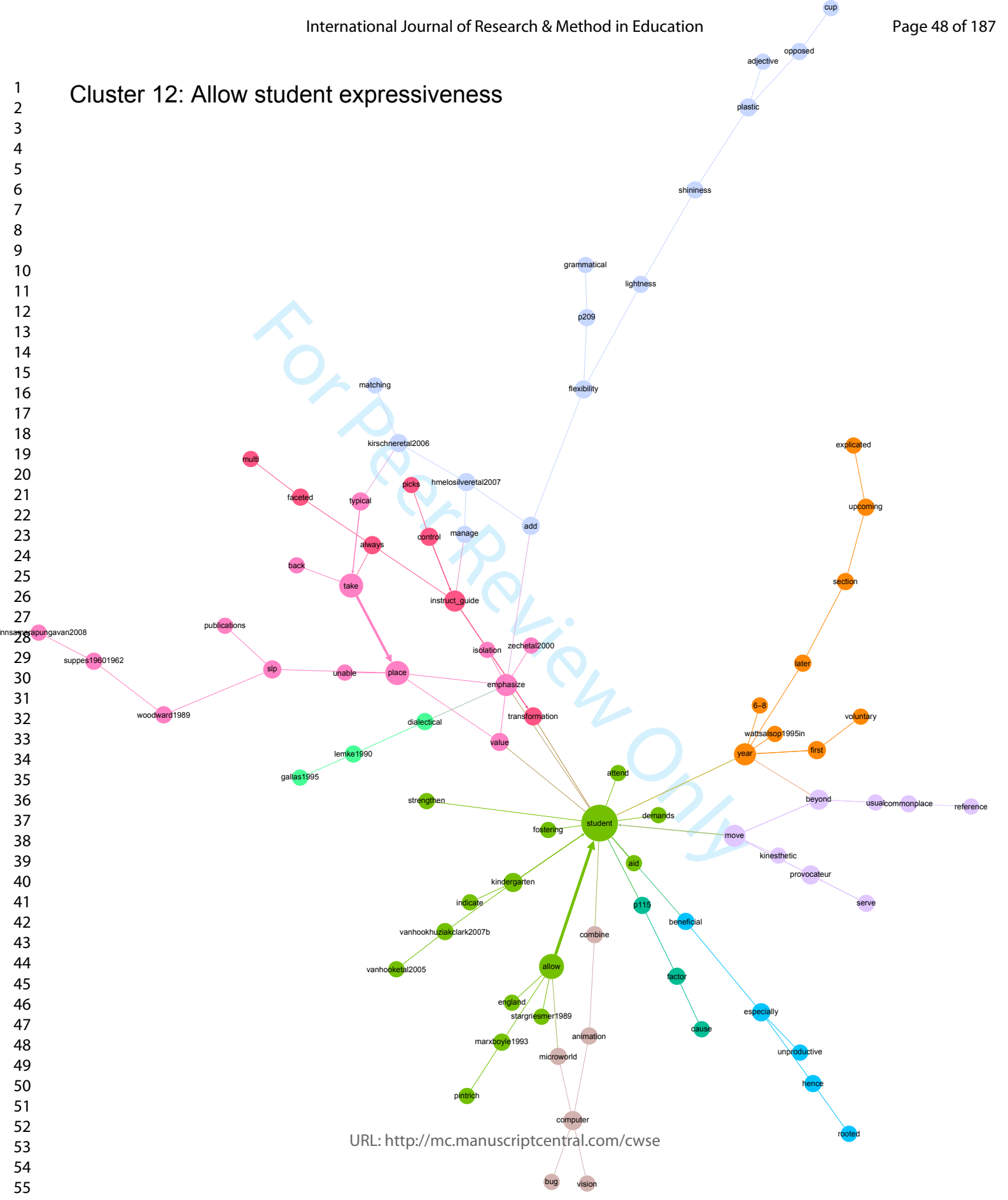
Cluster 10: Reflect and discuss

Cluster 11: Open-ended investigation

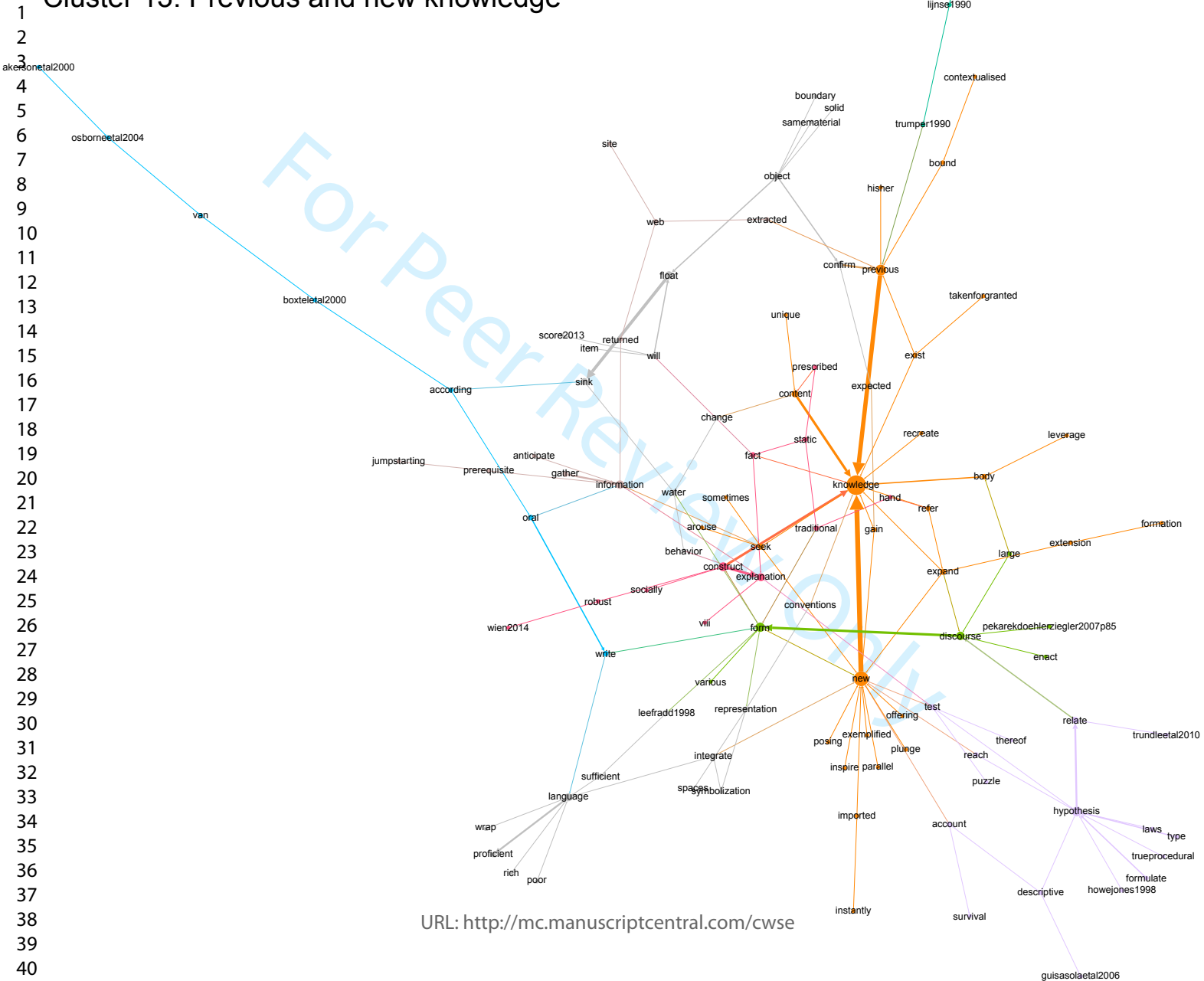
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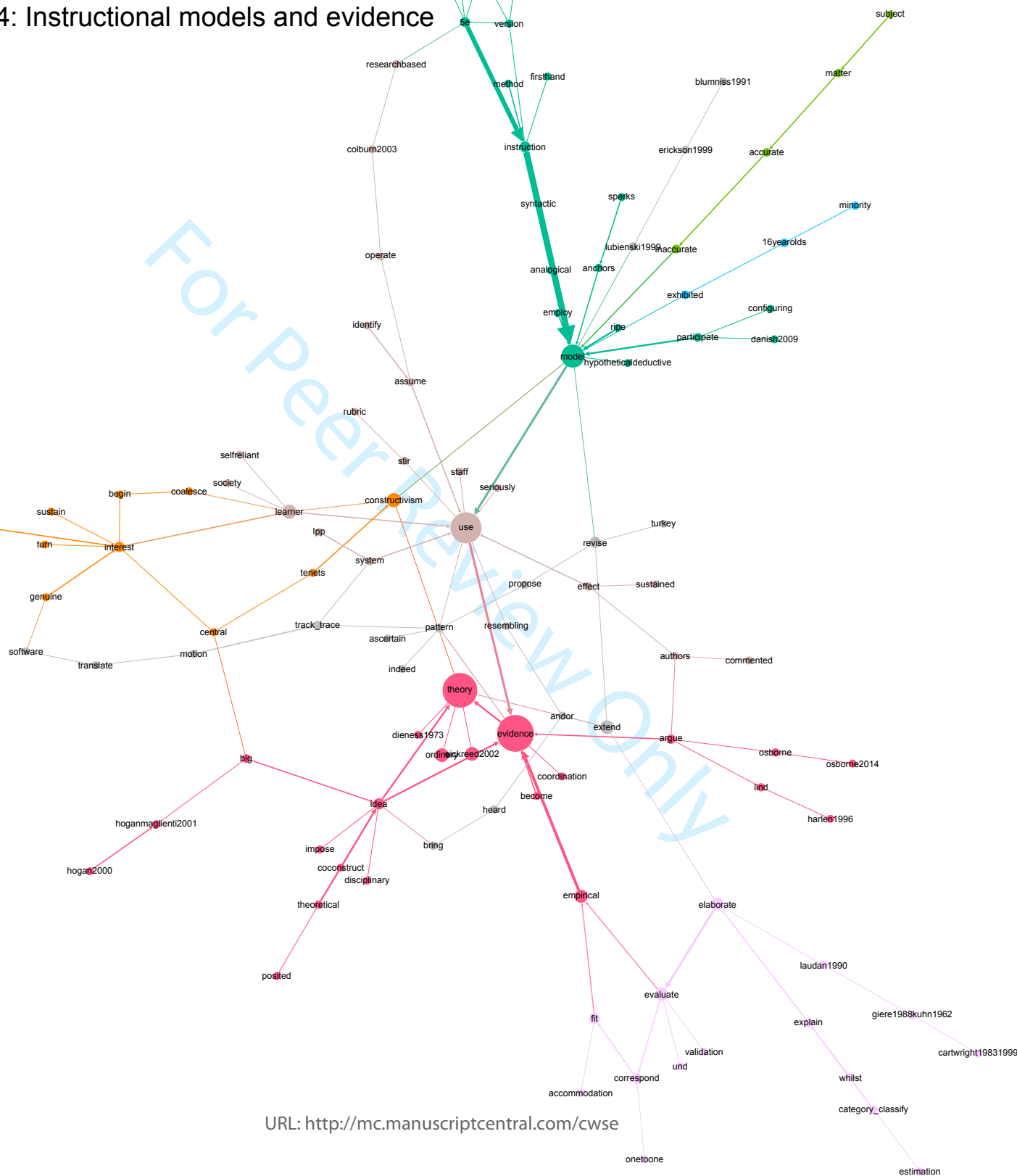
Cluster 12: Allow student expressiveness

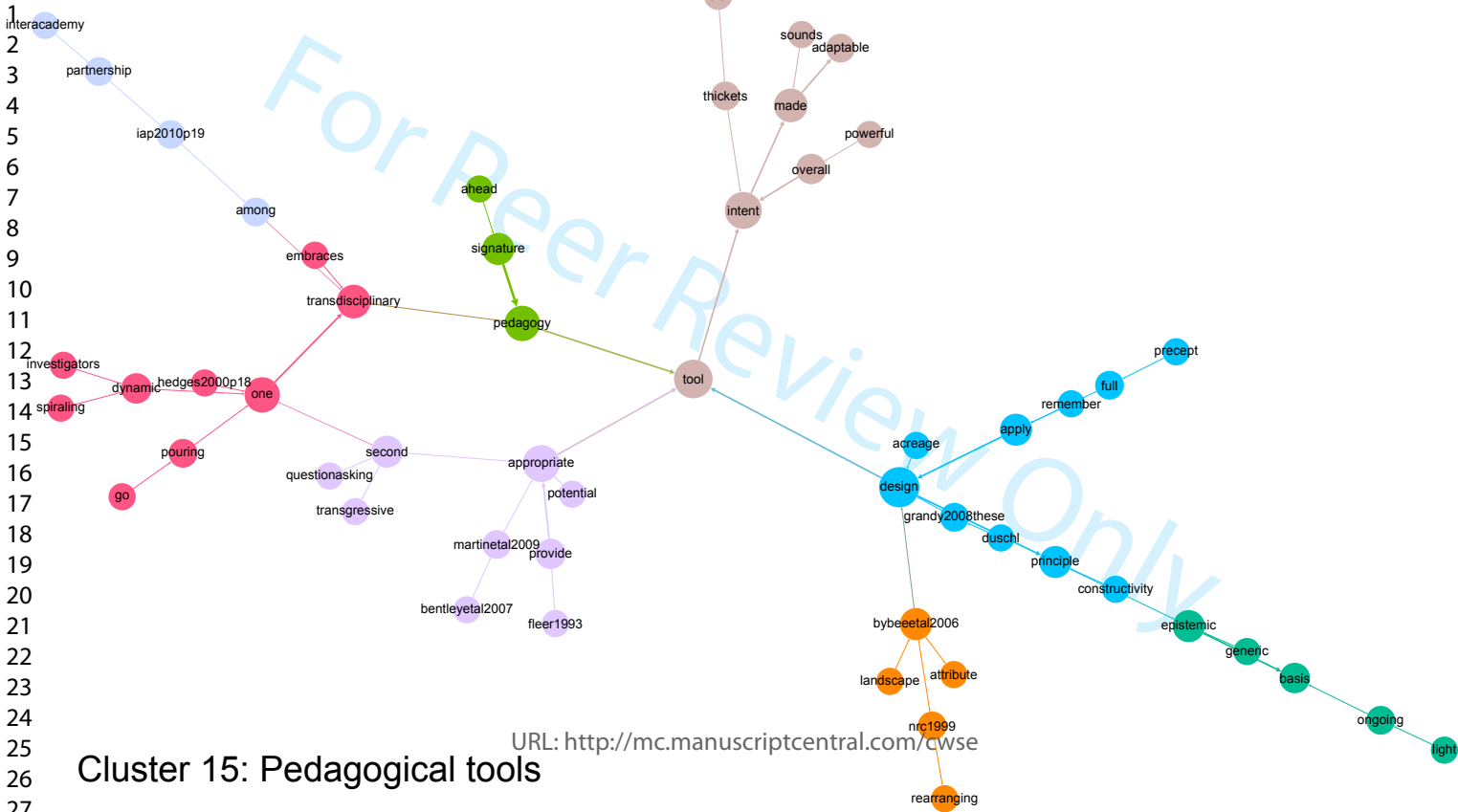


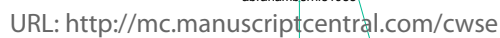
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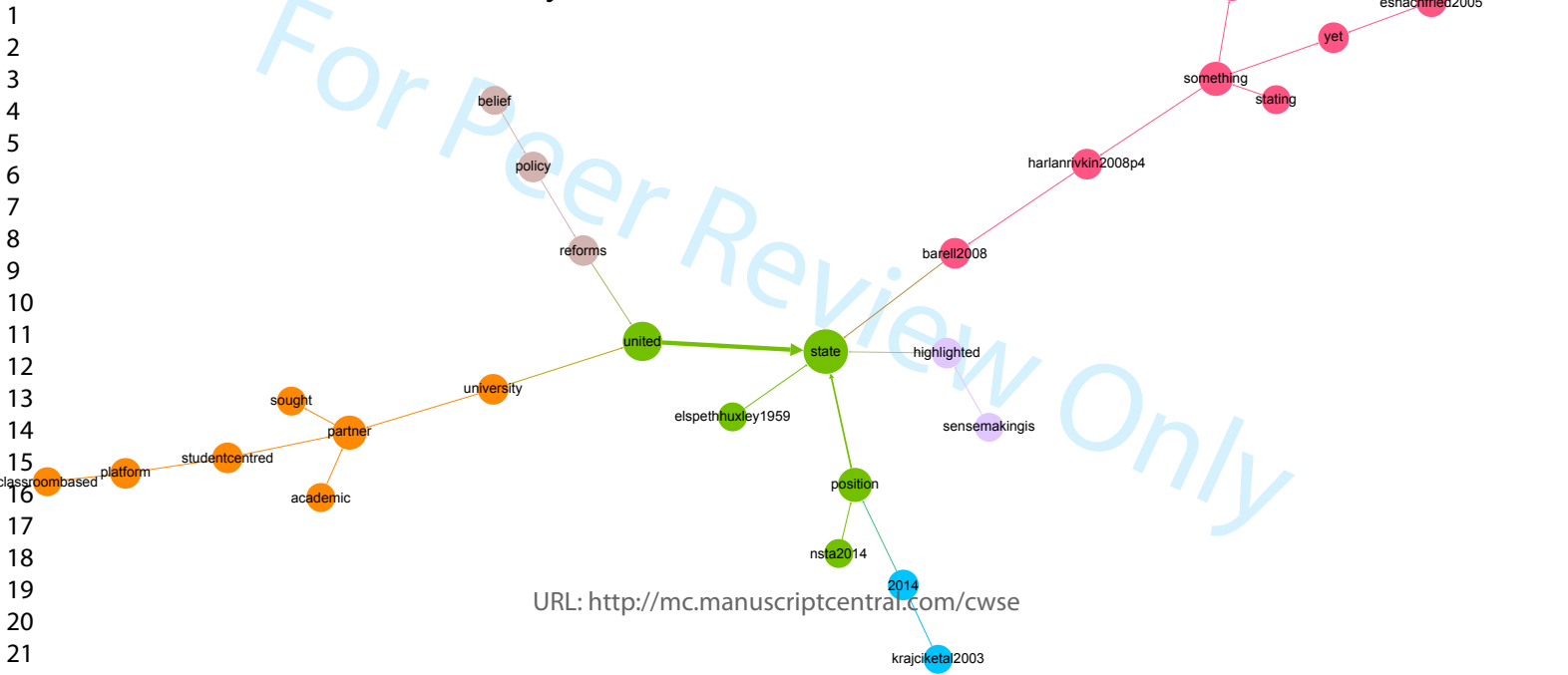
Cluster 14: Instructional models and evidence

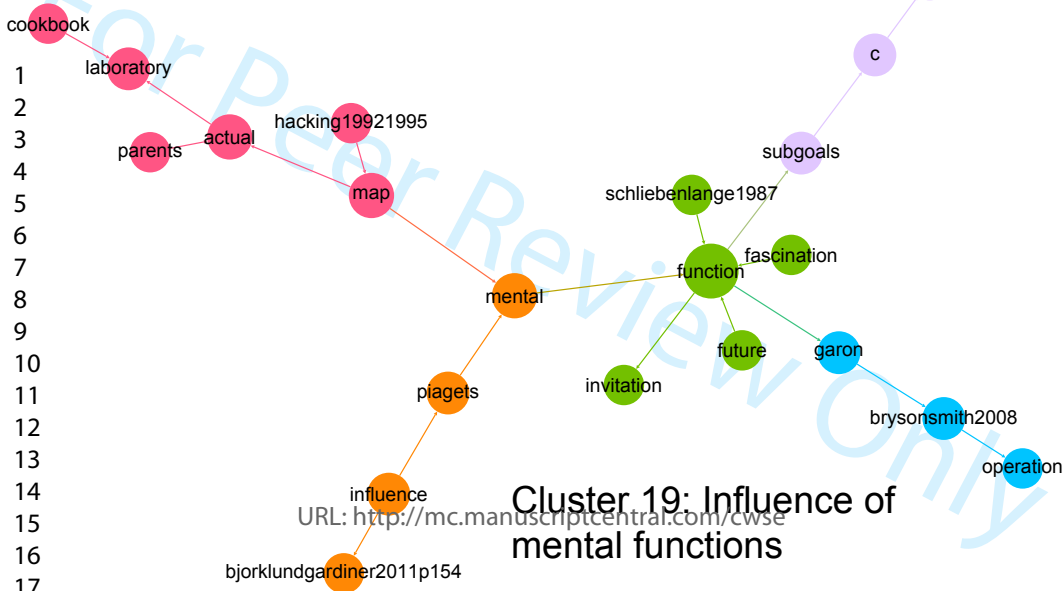


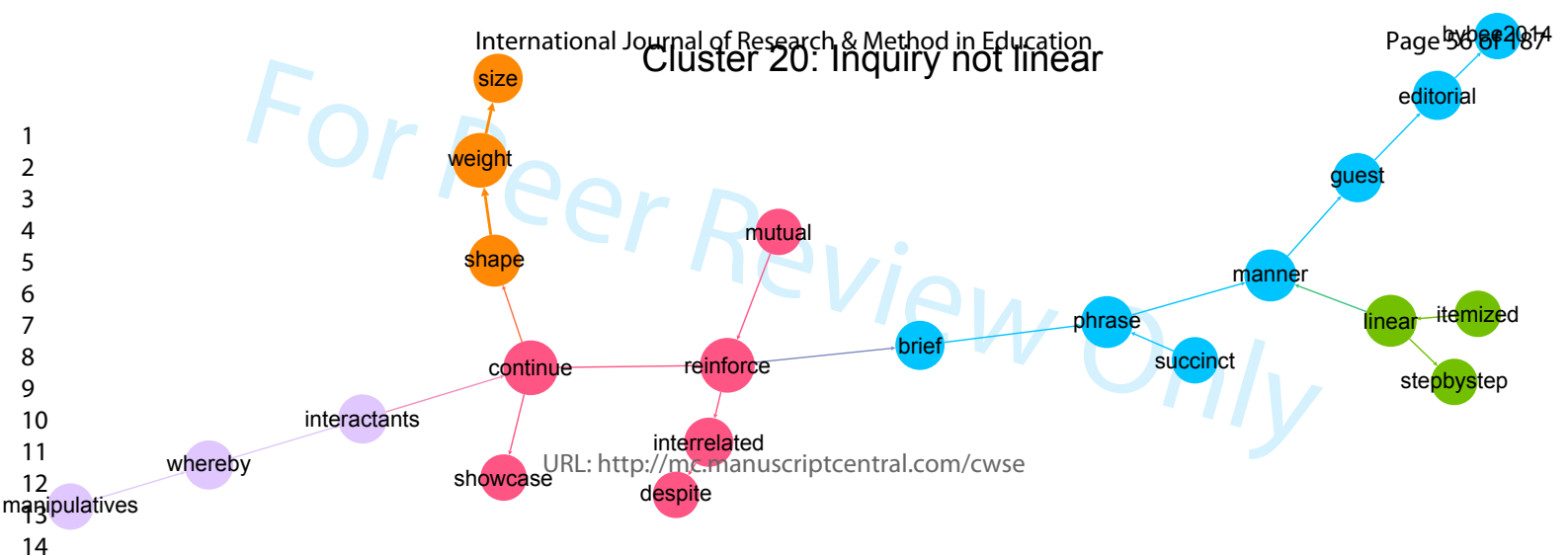




Cluster 17: Educational/Policy context







REFERENCE		TEXT
1	Bruce & Casey (2012)	As we think of pedagogies for a digital age, we have an opportunity to reconsider the basic models of teaching and learning. One starting point is the interests of the learner, as categorized by John Dewey: “the interest in conversation, communication; in inquiry, or finding out things; in making things, or construction; and in artistic expression.” He called these “the natural resources, the uninvested capital, upon which depends the active growth of the child” (Dewey, 1956, pp. 47–48). Dewey stated similar ideas in a process form in his stages of reflective action (Dewey, 1910) and in his definition of inquiry. The latter uses the idea of situation to provide a descriptive account of how we survive in the world: “Inquiry is the controlled or directed transformation of an indeterminate situation into one that is so determinate in its constituent distinctions and relations as to convert the elements of the original situation into a unified whole” (Dewey, 1991, p. 108). Inspired by these sources and the fundamental idea that learning begins with the curiosity of the learner, a spiral path of inquiry was envisioned: asking questions, investigating solutions, creating, discussing the discoveries and experiences, and reflecting on new-found knowledge, followed by asking new questions (Bruce & Bishop, 2002). Each step in this process naturally leads to the next: inspiring new questions, investigations, and opportunities for authentic “teachable” moments. Each question leads to an exploration, which in turn leads to more questions to investigate (Bruce & Davidson, 1996). Thus, reflection on solving a problem may lead to reformulating the problem or posing a new question. Similarly, action in the world is closely tied to dialogue with others. The inquiry cycle presents aspects of inquiry that need support in a successful learning environment. As such, it serves as a boundary object (Star & Griesmer, 1989), allowing us to relate theory with ordinary practices or to look across modes and contexts of learning. The cycle can thus be used to inform and guide educational experiences for learners. It is important to note that it is merely suggestive, neither the sole, complete, nor rigid characterization of inquiry-based learning. In actuality, inquiry rarely proceeds in a simple, linear fashion. The five dimensions in the process—ask, investigate, create, discuss, reflect—overlap, and not every category or step is present in any given inquiry. Each step can be embedded in any of the others, and so on. In fact, the very nature of inquiry is that these steps are mutually reinforcing and interrelated. Despite these complexities, the cycle highlights aspects of an otherwise opaque process. The “ask” dimension reminds us that inquiry develops from a question or problem arising out of experience. Meaningful questions are inspired by genuine curiosity about real-world experiences and challenges. The indeterminate situation Dewey refers to is part of that experience, including
	The Practice of Inquiry: A Pedagogical ‘Sweet Spot’ for Digital Literacy?	
	Computers in the Schools	

an individual's participation in a community. It is not something that can be delivered from "outside" this participation. An example of this comes from an early study of learning with computers. Researchers found that students became most engaged when there was a bug in the computer learning software. They had a genuine interest in exploring the behavior of the bug, which led to deep inquiry about programming. The researchers noted the "enormous pedagogical difference between answering someone else's question and formulating your own" (Olds, Schwartz, & Willie, 1980, p. 40). But it is important to caution that inquiry does not always start with a well-articulated question. In fact, questions themselves arise from reflection and action in the world, including dialogue with others. Elspeth Huxley (1959) stated this well: The best way to find things out. ... is not to ask questions at all. If you fire off a question, it is like firing of a gun—bang it goes, and everything takes flight and runs for shelter. But if you sit quite still and pretend not to be looking, all the little facts will come and peck round your feet, situations will venture forth from thickets, and intentions will creep out and sun themselves on a stone; and if you are very patient you will see and understand a great deal more than a man with a gun does. (p. 272) The "investigate" dimension relates to the varieties of experience possible and the many ways in which we become part of an indeterminate situation. It suggests that opportunities for learning require diverse, authentic, and challenging materials and problems. Because experience includes interactions with others, there is also a moral dimension to inquiry. Similarly, physical, emotional, aesthetic, and practical dimensions are inherent in inquiry, and are not merely enhancements or add-ons. Through investigation, we turn curiosity into action. Learners gather information, study, craft an experiment, observe, or interview. The learner may recast the question, refine a line of query, or plunge down a new path that the original question did not, or could not, anticipate. The information-gathering stage becomes a self-motivated process that is owned by the engaged learner. The "create" dimension picks up the "controlled or directed transformation" part of Dewey's definition of inquiry. This term reminds us that inquiry means active, engaged, hands-on learning. Inquiry thus implies active creation of meaning, which includes new forms of collaborating and new roles for collaborators. As information begins to coalesce, the learner makes connections. The ability at this stage to synthesize meaning is the creative spark that forms new knowledge. The learner now undertakes the creative task of shaping significant new thoughts, ideas, and theories, extending his/her prior experience. The "discuss" dimension highlights an implicit part of Dewey's definition. Although inquiry has a personal aspect, it is also part of our participation in social arrangements and community. The discuss aspect in the Inquiry Cycle involves listening to others and articulating our own understandings. Through discussion (or dialogue),

		<p>construction of knowledge becomes a social enterprise. Learners share their ideas and ask others about their own experiences. Shared knowledge is a community-building process, and the meaning of their investigation begins to take on greater relevance in the context of the learners' society. Learners compare notes, share experiences, and discuss conclusions, through multiple media, including now online social networks. The "reflect" dimension tells us that only the inquirer can recognize the indeterminate situation and further, say whether it has been transformed into a unified whole. Reflection (later articulated in the work of Schön, 1987, and others) means expressing experience, and thereby being able to move from new concepts into action. Reflection may also mean recognizing further indeterminacies, leading to continuing inquiry. Reflection is taking the time to look back at initial questions, the research path, and the conclusions made. The learner steps back, takes inventory, makes observations and new decisions. Has a solution been found? Do new questions come into light? What might those questions be? And so it begins again—thus the circle of inquiry. (p. 194-195).</p>
2	<p>Buck, Akerson, Quigley, & Weiland (2014)</p> <p>Exploring the Potential of Using Explicit Reflective Instruction through Contextualized and Decontextualized Approaches to Teach First-Grade African American Girls the Practices of Science</p> <p>Electronic Journal of Science Education</p>	<p>In the elementary schools in our university/school partnerships, we sought to begin this path to understanding the scientific practices by formally introducing the practices of observation, inference and evidence. Empirical evidence refers to qualitative and quantitative data used to develop and confirm scientific ideas. These empirical data are derived from observation using the five senses and scientific inferences which are logical interpretations based on these observations and prior knowledge. Science education research has shown that young children can attain informed formal understandings of these specific practices, and has provided teachers with specific pedagogical strategies that enhance that attainment (e.g., Akerson & Volrich, 2006; Khishfe & Abd-El-Khalick, 2002; Metz, 2004). (p. 2).</p> <p>The term 'practices' is used throughout the documents to refer to the activities of scientists that are done repeatedly with increasing levels of proficiency (e.g., Bybee, 2011; Michaels, Shouse, & Schweingruber, 2008). By repeatedly engaging in the practices of science, students "form an understanding of the crosscutting concepts and disciplinary ideas of science and engineering; moreover, it makes students' knowledge more meaningful and embeds it more deeply into their worldview" (National Research Council, 2012, pg. 42).(p. 2)</p>

3	Decristan et al. (2015)	Good science teaching and learning has been framed as (scientific) inquiry (e.g., Anderson, 2002); this framework refers to instructional environments that allow students to construct knowledge through a process of active scientific investigation und evaluation of empirical evidence. (p. 358)____
4	Impact of Additional Guidance	
5	in Science Education on	
6	Primary Students' Conceptual	Furtak, Seidel, Iverson, and Briggs (2012) suggested defining inquiry in terms of two dimensions: a
7	Understanding	cognitive and a guidance dimension. Regarding the cognitive dimension of inquiry, Minner et al. (2009)
8		concluded, “having students actively think about and participate in the investigation process increases their
9	Journal of Educational Research	science conceptual learning” (p. 20). Consistently, Duschl (2008) identified conceptual, epistemic, and
10		social aspects of inquiry. The conceptual domain includes knowledge on science concepts and principles,
11		the epistemic domain consists of knowledge on how scientific understanding is generated, and the social
12		domain comprises collaborative and communicative processes for the construction of science knowledge.
13		To realize these aspects of inquiry, science curricula should, for instance, include cognitively challenging
14		and authentic tasks and materials, evidence, scientifically orientated questions, and student discussion and
15		argumentation (see also Furtak et al., 2012). Regarding the guidance dimension, IBSE has been commonly
16		classified according to the degrees of freedom with which the students operate, that is, the degree of
17		guidance for inquiry (e.g., Bell, Smetana, & Binns, 2005), accompanied by a debate on the effectiveness of
18		open or minimally guided versus guided inquiry (e.g., Hmelo-Silver, Duncan, & Chinn, 2007; Kirschner,
19		Sweller, & Clark, 2006). Typically, the degree of guidance has been defined by the role of the teacher
20		during learning activities (i.e., ranging from student-directed to teachersupported inquiry). However,
21		guidance can also be provided to students by curriculum or by peers (see Furtak et al., 2012). High levels of
22		guidance are particularly important for fostering student learning when the subject matter is complex and
23		challenging and prior knowledge is limited (e.g., Hardy, Jonen, M€oller, & Stern, 2006; Hmelo-Silver et al.,
24		2007). Despite the large body of research in science education, educational practice is far from what
25		scientists have proposed (e.g., Treagust & Duit, 2008), and teachers and students are often challenged to
26		reach the curricular learning goals. In general, conceptual development is considered to be a slow and
27		gradual process rather than a dramatic gestalt-type shift between paradigms (Caravita & Hallden, 1994).
28		Children spontaneously construct their own explanations of scientific phenomena through their daily life
29		experiences (Carey, 2000). From a scientific point of view, however, students’ preinstructional conceptions
30		are often partially or entirely inadequate. Furthermore, conceptual understanding places high demands on
31		students’ language proficiency because inquiry involves analyzing, summarizing, and presenting science
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		<p>information in oral or written formats (Lee & Fradd, 1998). Sufficient language proficiency is needed for understanding written tasks, explaining and discussing science concepts, and participating in collaborative and communicative processes for the construction of conceptual understanding (e.g., Akerson, Flick, & Lederman, 2000; Osborne, Erduran, & Simon, 2004; van Boxtel, van der Linden, & Kanselaar, 2000). Accordingly, oral and written language skills are closely connected to both the cognitive and the guidance dimensions of inquiry. However, because high levels of guidance makes complex learning more tractable and difficult tasks more manageable (Hmelo-Silver et al., 2007), additional guidance may provide particular support to students with poor language proficiency, and hence be especially beneficial for students at risk of not achieving the curricular learning goals in science.(p. 360)</p>
4	<p>Delclaux & Saltiel (2013)</p> <p>An Evaluation of Local Teacher Support Strategies for the Implementation of Inquiry-Based Science Education in French Primary Schools</p> <p>Education 3-13 International Journal of Primary, Elementary and Early Years Education</p>	<p>La main a ` la pa ^te's programme advocates an inquiry-based pedagogy which incites children to explore the world around them through observation and experimentation, to acquire scientific content knowledge, to reason and to master the use of language and argumentation. (p. 138)</p> <p>Inquiry-based science education comprises experiences that enable students to develop understanding about the scientific aspects of the world around through the development and use of inquiry skills' (Harlen and Allende 2009, 10). (p. 139)</p> <p>The French programme shares this broad definition of inquiry. The main goal is to contribute to the development of children's curiosity, their creativity, their critical thinking and reasoning skills, and their mastery of language and argumentation, through science in school (see La main a ` la pa ^te 2000; Saltiel 2006; Sarmant, Saltiel, and Le' na 2011). La main a ` la pa ^te promotes an open form of inquiry: under the teacher's guidance, children are expected not only to carry out experiments, but also to raise research questions and to suggest possible ways of finding answers to those questions.(p. 139)</p>
5	<p>Desouza (2017)</p> <p>Conceptual Play and Science Inquiry: Using the 5E Instructional Mode</p>	<p>Inquiry is vital to science teaching. One of the most influential instructional models in science education is the 5E instructional model (Bybee et al., 2006). Developed by the Biological Sciences Curriculum Study, the 5E model gets its phases and sequence of instruction from the Learning Cycle model (Atkins & Karplus, 1962) which originally constituted of the exploration, explanation (concept formation) and extension (expansion) phases. This 3E learning cycle is based on Piaget's mental functioning model (Marek, 2008). The 5E instructional model is established on the constructivist approach to learning which operates under the assumption that learners bring with them ideas of the world around them and they construct knowledge</p>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46	Pedagogies: An International Journal	<p>by testing new ideas against the existing ideas that they know to be real. When new ideas are familiar, they are easily assimilated and learners use the process of accommodation to fit unfamiliar ideas of how the world operates (Colburn, 2003). The research-based 5E model also incorporates the notion that learning takes place in a social setting and that cooperation, collaboration and co-construction of ideas are essential for learning. While the stages in the 5E instructional model are itemized in a linear manner, they are most effective when used in a cyclical manner. In a guest editorial, Bybee (2014) reflects upon the design of the 5E model and responds to questions, makes recommendations and enumerates the implications for its usage and its applications in the era of the Next Generation Science Standards (NGSS, 2013). He recommends that it would be preferable to have a timeframe longer than a class period as it gives students more time to experience each stage. While he suggests that the model would be effective for a unit of study spanning 2–3 weeks, it would lose its effectiveness if it were used for a longer period of time. According to Bybee, research shows that omitting a phase (Bybee et al., 2006; NRC, 1999) or rearranging the sequence of phases (Renner, Abraham, & Bernie, 1988) would result in losing the sequence and integrity of the learning cycle model. This aspect might seem that the model is inflexible and thus not suitable for early childhood curriculum; the repetition of phases, however, gives children the chance for extended exploration and reflection. Teachers are allowed the flexibility to add prerequisite information before and after the explanation stage, or where they deem necessary. The 5E instructional model has been used in the primary grades (Yoon & Onchwari, 2006); however, its use in preschool settings is still in the fledgling stage (Miller et al., 2013). Over the last century, early childhood pedagogies have been greatly influenced by Piaget's notion of children's investigative competencies, and that learning experiences were designed to be compatible with children's play-based stages of development (Hatch, 2010). (p. 342)</p> <p>Integrating conceptual play in the 5E instructional model The NSTA (2014) position statement on early childhood science education declares that it is important for teachers and educators to recognize and nurture children's curiosity, and to focus on content and practices of science that lead to the understanding of how these experiences connect to the science content as defined by the Next Generation Science Standards (NGSS Lead States, 2013). Given that an academic need has arisen, a modified version of the 5E model was used in a science methods course at a Midwestern university in the United States. In a qualitative research study, 20 young children (4-year olds) from a Child Development Centre, in the Midwest, were taught by the preservice teachers enrolled in the course, Teaching Science in the Elementary School designed for early</p>
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		<p>childhood and elementary education majors. The participation in a field study is a requirement for this course, the lesson plans, observations of children’s interaction with peers and adults in the learning process, and reflections are assigned activities for the field experience. However, participation in the research study was voluntary. During the first few weeks of classes, the preservice teachers learned how to design inquiry-based learning activities using the modified 5E version of the instructional model specifically, for an outdoor setting. The Child Development Centre has acreage that is designed for exploratory activities to take place in a natural setting. During their outdoor time, the preschoolers are frequently observed climbing logs of wood that are aesthetically placed on the grounds, or building a dam across a ditch with pieces of wood. At other times, they are chasing a frog across the open space or exploring every crevice looking for spiders. The children are so excited to experience the freedom of space as well as the independence to learn by discovery. During each session of the field experience, the preschoolers were assigned to a group of preservice teachers who engaged them in an outdoor inquiry-based lesson that was planned to incorporate topics such as plant and animal characteristics, habitats and other concepts related to the landscape. Bybee et al. (2006) attribute the success of the 5E model of instruction to its robust construction. This model consists of five stages, namely, engage, explore, explain, elaborate and evaluate. A description and purpose of the phases in the 5E instructional model are presented within the text of a lesson. A discussion of how each stage is interpreted as conceptual play and is important to the development of a science concept as perceived from a cultural–historical viewpoint is presented in the next section. (p. 344)</p>
6	<p>Eckhoff (2017)</p> <p>Partners in Inquiry: A Collaborative Life Science Investigation with Preservice Teachers and Kindergarten Students</p> <p>Early Childhood Education Journal</p>	<p>In particular, this research is framed by understandings of guided inquiry-based instruction (Trundle et al. 2010) and the related importance of science pedagogical practices building upon contemporary understandings of young children’s intuitive scientific thinking and exploration (Gopnik 2012). The work between PTs and kindergartners during this project is based upon a fundamental understanding of the role of the early childhood teacher as guide, facilitator, and provocateur (Wien 2014) with robust science content and pedagogical knowledge. Inquiry-based learning incorporates central tenets of reform-based teaching such as active learning and the integration of new knowledge with existing, prior knowledge (Bransford et al. 2000). Inquiry experiences are most often centered on a specific science topic broken down into smaller investigations for focused exploration (Krajcik et al. 2003). In a 2014 position statement the National Science Teachers Association (NSTA) stressed the need for reflective, inquiry-based science experiences at the early childhood level in order to support and strengthen student learning. The National Research Council recommends the inclusion of inquiry science experiences at the early childhood levels (NRC 2007, 2012).</p>

		<p>Recommended early science learning experiences that drive a guided, inquiry based include: identifying and asking questions that can be answered through investigation, designing and conducting investigations, using appropriate tools and equipment, learning to develop logical conclusions, and communicate understandings to peers and others (NSTA 2004). A crucial component of guided inquiry in science is the ability of young children to share and express ideas. Unlike older children who have the ability to express and share ideas through the processes of reading and writing, early childhood students are beginning to build early literacy skills. Thus, preschool and early grades teachers are faced with the challenge of finding alternative ways to encourage their students to explore the ideas of others and to express their own thinking. Representation of student thinking is an important element of inquiry-based experiences as different forms of representation work to encourage young children to make their thinking visible to themselves and others. In early childhood science, student representation can be expressed through various forms of visual arts media including student drawings and digital photography (p. 220)</p> <p>Drawing during science experiences can serve to support engagement, representation of student understandings, and as a strategy for learning (Ainsworth et al. 2011). Students' science-related drawings allow teachers to embed meaningful, formative assessment into the science learning experience. Likewise, digital images captured during science explorations can serve as a form of representation. Digital images taken by the students can be used to: document and communicate their experiences, collaborate with other students, promote observation, recall or activate schema, increase self-expression efficacy, and prompt discussion (Blagojevic and Thomes 2008; Neumann-Hinds 2007).(p. 220)</p>
7	<p>Enyedy, Danish, Delacruz, & Kumar (2012)</p> <p>Learning Physics through Play in an Augmented Reality Environment</p> <p>International Journal of Computer-Supported Collaborative Learning</p>	<p>With support, early elementary students can engage in productive inquiry, collect and analyze data, produce models, and learn complex concepts. (P.347)</p> <p>One of the most promising for young children is scientific modeling. Studies have shown that asking students to produce and evaluate models of the real world to help them generate predictions can make it possible for them to effectively participate in the process of scientific knowledge production and learn the content being studied (Lehrer and Schauble 2006).(p. 348)</p> <p>Our overarching intent for our activities was for them to be the sparks and anchors for modeling conversations. That is, we want students to make observations in an environment that is structured by both</p>

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	<p>the teacher and our designed tools. The tools are intentionally made to be adaptable so that students can represent their own emerging understandings, no matter how accurate or inaccurate they may be. The models students create are then shared, critiqued and refined within the classroom community with the goal of producing a shared collective model that can be used to understand and make predictions in new situations and contexts Our overarching intent for our activities was for them to be the sparks and anchors for modeling conversations. That is, we want students to make observations in an environment that is structured by both the teacher and our designed tools. The tools are intentionally made to be adaptable so that students can represent their own emerging understandings, no matter how accurate or inaccurate they may be. The models students create are then shared,critiqued and refined within the classroom community with the goal of producing a shared collective model that can be used to understand and make predictions in new situations and contexts. (p. 348)</p> <p>There were two key components to the LPP system: 1) an augmented reality system that uses computer vision to record and display the students’ physical actions and locations, and 2) software that translates this motion into a physics engine and generates a response based on the sensing data. The LPP system uses commercially available, open source forms of motion tracking and pattern recognition technologies (Kato, 2006) to create an inexpensive alternative to virtual reality within the physical classroom (a 12’ x 12 ’ carpet at the front of the classroom). Motion tracked by the system is instantly imported into the new LPP computer microworld that allows students to model their understanding of force and motion and compare their predictions to simulated results. (p. 349)_</p> <p>The defining feature of pretend play is not that it is fun (although it often is). Rather, its defining feature is the combination of an imaginary situation with a set of rules (Vygotsky 1978). Play can be seen as a continuum with pretend play on one end, where the imaginary situation is rich and explicit but rules tend to be understated and implicit, and games on the other end, where rules are explicit and the imaginary situation is thinner or more symbolic (Vygotsky 1978). However, in all forms of play, students are able to engage with quite complicated rule sets. For example, when “playing house,” children typically control their behavior based on a set of rules about what fathers do, what mothers do, and what babies do. It is this focus on a set of rules that makes play relevant to science, as scientific phenomena are often described as a set of rules or laws—for example, Newton’s three laws of force and motion. The rules in pretend play are also</p>
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		<p>what make play a valuable part of the learning. In play, children often attempt to govern their behavior by following a set of rules that they do not yet fully understand. Thus, in play children externalize their intuitions making them visible for reflection and/or comment by others. For young children play presents an alternative to the traditional ways of eliciting intuitions through verbal or written explanations and/or predictions (diSessa 1993). Additionally, an oddity of children's socio-dramatic play is that children often spend more time articulating and negotiating the rules of a play situation than they spend actually in character "playing" their parts (Cooper, 2009). Because of this constant negotiation and reflection on their play activity, in terms of what they did, why they did it, and what happened as a result, the rules that govern a situation become visible and explicit for children. In this way, children use play to come to a deeper understanding of the rules governing the real world through a type of informal inquiry and simulation (Youngquist and Pataray-Ching 2004).(p. 353)</p> <p>Young children and the concepts of force and motion The reason we chose to create an augmented-reality modeling environment to teach Newtonian force and motion was because we saw a fit between children's development, learning theory, and the affordances of the new technologies. Physics is often cited as a privileged domain, where young children have a rich set of experiences to draw upon long before they enter school (Bransford, et al. 2000). In infancy, children develop an intuitive notion of objects, including their permanence and their properties. By preschool these intuitions have developed into a sophisticated sense of mechanical causality and understanding of the links between unseen causes and observable results (Bullock, et al. 1982; Yoachim and Meltzoff 2003, October). Additionally, pre-school children can distinguish between distance, speed, and time when observing objects in motion (Acredolo, et al. 1984; Matsuda2001). Even so, some concepts of force and motion are difficult for young students to grasp and these conceptual difficulties often persist well into college (e.g., White 1993a, b). Given the rich set of intuitions that young children have about force and motion, the prominence and import of force and motion in the K-12 curriculum and beyond, and the existing research into students' conceptual intuitions and the interventions that have successfully helped students develop normative understandings, we chose force and motion as an ideal test bed to develop and study a new computer-supported, collaborative modeling approach to early elementary science instruction (p. 350).</p>
8	Fridberg, Thulin, & Redfors (2018)	Studies of small children show that learning presupposes an object as well as an act (Pramling 1990, 1994; Marton and Booth,1997), and in preschool, the object of learning is the least focused of the two.

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Preschool Children's Collaborative Science Learning Scaffolded by Tablets	Developmental pedagogy, as depicted by Pramling Samuelsson and Asplund Carlsson (2008), takes into consideration the importance of a teacher who supports and encourages the child's willingness to make sense of the world and a teacher capable of tuning into the child's world to share the same learning object for communication and thinking. In order to help a child develop its perception and understanding of the world, the teacher's approach should be one of variation (MartonandBooth 1997).Forexample,fora child to understand the concept of flowers, the child must discover what critical aspects separate a flower from grass or a tree. The child needs the experience of a variety of flowers in order to distinguish the essential features constituting a flower and gradually, he or she will become able to understand what defines a rose, as compared to other flowers (Pramling Samuelsson and Asplund Carlsson 2008). Developmental pedagogy defines learning as the variety of ways in which one child produces variation and the variety of ways a group of children think about one and the same phenomenon or concept. Accordingly, the teacher uses variation as a strategy to make a particular phenomenon visible to a child. As several children think in various ways about a concept or phenomenon, comparing and discussing these thoughts may make different meanings and features appear to the child/children (Pramling Samuelsson and Asplund Carlsson, 2008). According to Eshach (2006), science could be thought of as comprising two types of knowledge: domain-specific knowledge and domain-general knowledge/strategies. The former refers to the knowledge of a variety of phenomena (e.g. atoms, forces, magnetism, chemical reactions) or in other words the knowledge of theoretical models of real world objects and events. The latter refers to skills needed for reasoning about science in terms of, for instance; experimental design or evidence evaluation; skills such as observation; formulation of hypotheses; data collection, and representation of data with graphs or diagrams (Keys 1994; Schauble et al.1995; Zimmerman 2000). Domain-specific knowledge and domain-general knowledge together contain conceptual and procedural aspects of science. However, as mentioned above, underlying this paper is the need to synthesise the knowledge of content (concepts, theories, theoretical models) and investigation (hypotheses, problematizing, questions, experiments) for young children's effective science learning. Also Vygotsky (1987) argued that research tends to focus on the end product of the process, rather than on how the concept formation begins and develops. As Fleer (2009) concludes, studying the dynamic process as opposed to the child's definitions of a particular concept, or end product, offers a new direction for science education research, especially for researchers who, like ourselves, are interested in how young children pay attention to and extend their understanding of scientific concepts (p. 1010)
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		<p>The activities were multi-faceted and always aimed to take a starting point from the children's experiences. Researcher, teacher and a dialogue with the children led to the choice of phases and phase changes of water as the science content. (p.1011)</p> <p>The working process designed and performed in this study aimed at starting in the world of the children and synthesising the specific and general domain-knowledge described by Eshach (2006). That is, content (concepts, theories, theoretical models) and investigations (hypotheses, problematizing, questions, experiments) for young children's effective science learning. From the results, it was evident that the physically active contexts of experimentation with and without timelapse photography and production of Slowmations promoted the children's more advanced reflections about both the natural phenomenon, i.e. water phases, and creative representations and problem solving (p. 1022)</p>
9	<p>García-Carmona, Criado, & Cruz-Guzmán (2017)</p> <p>Primary Pre-Service Teachers' Skills in Planning a Guided Scientific Inquiry</p> <p>Research in Science Education</p>	<p>IBSE is pedagogically complex, and the concept does not have a single meaning (Garritz 2012; Newman et al.2004). In general, however, it is characterized by being an educational approach which: ... means students progressively developing key scientific ideas through learning how to investigate, and building their knowledge and understanding of the world around them. They use skills employed by scientists such as raising questions, collecting data, reasoning and reviewing evidence in the light of what is already known, drawing conclusions and discussing results (Inter-Academy Partnership [IAP] 2010, p. 19). Among other things, this perspective on science learning requires the pupils to carry out ExA (Caamaño 2012; Criado and García-Carmona 2011; Harlen2014). Pupils will observe, investigate, and develop an understanding of natural phenomena through direct experience with those phenomena (Science Community Representing Education [SCORE] 2013). They will therefore be able to make use of basic scientific skills in order to learn science by doing science (Hodson 2014). The promotion of ExA is thus a recommended starting point for the initial levels of education (Harlen 2014). (p. 990)</p> <p>there seems to be some agreement that scientific inquiry has the following characteristics (Lederman et al. 2014): (i) all scientific inquiries begin with a question or problem that does not necessarily have to be oriented to testing a hypothesis; (ii) there is no single set of steps to be followed in every inquiry, i.e., there is no single scientific method; (iii) scientific inquiry processes are guided by the question that has been posed; (iv) different researchers following the same process may get different results; (v) the inquiry processes followed may influence the results; (vi) the conclusions of the research must be consistent with</p>

		<p>the data acquired; (vii) the scientific data (numbers, descriptions, images, etc.) are not the same as scientific evidence (product of data analysis and interpretation); and (viii) the explanations (inferences) are developed from a combination of the data that has been acquired and what is already known in science about the phenomenon. As mentioned above, hypothesis formulation is not necessary nor even appropriate in all scientific inquiries, although in most of them it is. Hypotheses are statements of tentative solutions to the problems so as to guide the development of the inquiry. Depending on the nature of the inquiry, three types of hypothesis can be distinguished (Guisasola et al. 2006): & Descriptive hypotheses, stating something that has not yet been confirmed. Such a hypothesis is related to factual knowledge (events, phenomena, facts). & Explanatory hypotheses, speculating about the reasons why things are as they are. These hypotheses relate to knowledge of the Bwhy^ (explanations, models, theories...). Predictions are made from this type of hypothesis through deductive reasoning. The predicted result would be that reached if the hypothesis were true. & Procedural hypotheses, referring to knowledge of the Bhow^ to carry out experiments, make measurements, and other procedural practices. Such a hypothesis is related to doing, modifying, and refining test and measurement methods.(p. 991)</p> <p>Confirmation inquiry. The teacher presents the pupils with a question and indicates the procedure to follow to obtain results known beforehand, in order either to confirm or strengthen a scientific idea, or to practice specific skills of data acquisition and organization. & Structured inquiry. The question and the procedure are still set out by the teacher, but now the pupils have to construct a scientific explanation using the data they recorded and the evidence these data provide. & Guidedinquiry. Thepupils now design and follow their own procedures to collect data and draw conclusions in response to a question posed by the teacher. & Open inquiry. The pupils formulate their own questions for inquiry, and design and carry out their own procedures, collect the data, and report their findings and conclusions.(p- 992)</p>
10	<p>Gropen, Kook, Hoisington, & Cark-Chiarelli (2017)</p> <p>Foundations of Science Literacy: Efficacy of a Preschool Professional Development Program in Science on Classroom</p>	<p>FSL’s ultimate goal is to build preschool children’s ability to engage in inquiry and use inquiry skills such as exploring, asking questions, making predictions, investigating, observing, collecting and recording data, and generating and reflecting on their science ideas. (P. 610)</p> <p>The pedagogical tools introduced in FSL include the inquiry learning cycle, the open/focused exploration framework, the engage–explore–reflect (E-E-R) cycle, and a set of Talk Tips. The inquiry learning cycle, as depicted in Figure 1, illustrates the nature of inquiry as both an iterative process and a set of skills. It reminds teachers that science inquiry for children is not a linear, step-by-step process but a spiraling, dynamic one. The open/focused exploration framework integrates two key ideas: (a) Opportunities for</p>

	<p>Instruction, Teachers' Pedagogical Content Knowledge, and Children's Observations and Predictions</p> <p>Early Education and Developmen</p>	<p>unstructured play with objects and materials are a prerequisite to jumpstarting the inquiry process; and (b) more focused, structured investigations build on early experiences and provide a context for more specific questions. This framework reminds teachers that they can promote conceptual development during a long-term study by providing children with initial open and then progressively more focused explorations that are responsive to children's prior experience, interests, and questions. The E-E-R cycle is the central pedagogical tool of FSL and can be regarded as a simplified version of the inquiry learning cycle shown in Figure 1. It is an adaptable model that teachers can use to support iterative cycles of inquiry throughout the study of a topic during both open and focused explorations. E-E-R contextualizes inquiry and supports teachers' efforts to draw out children's prior knowledge and invite predictions (engage); encourage children's direct investigation, observation, and data collection (explore); and help children reflect on their observations and share their evidence-based ideas (reflect). This cycle is explicated further in an upcoming section (p. 611).</p>
11	<p>Hollingsworth & Vandermass-Peeler (2017)</p> <p>"Almost Everything We Do Includes Inquiry": Fostering Inquiry-Based Teaching and Learning with Preschool Teachers</p> <p>Early Child Development and Care</p>	<p>The term inquiry is used to describe the processes and strategies of learning in any domain, but it can also include skills specific to a particular curricular area (Menmuir & Adams, 1997). Processes and skills related to inquiry-based learning have often been studied in conjunction with mathematics and science in early childhood educational contexts (e.g. Epstein, 2007; French, 2004; Gerde, Schachter, & Wasik, 2013; Menmuir & Adams, 1997). Early inquiry-based learning opportunities afford preschoolers the chance to build on their inherent fascination with the functioning of the natural world through social collaborations in 'experience-rich and language-rich environments' (French, 2004, p. 147) (p. 152).</p> <p>Thus, children do not just learn scientific facts from static, prescribed curriculum units, but instead learn to think like scientists by exploring big ideas and learning the language and practices of science (Gelman & Brenneman, 2012; Wasserman, 2015). In constructive, inquiry-based early childhood educational approaches to teaching science, children develop conceptual understanding and also practice using related skills and tools (French, 2004; Gelman et al., 2010; Greenfield et al., 2009; Inan et al., 2010). In addition, inquiry-based learning is cyclic. As children continue to develop knowledge, they seek new opportunities through which to apply their emergent scientific thinking and reasoning skills (Gelman & Brenneman, 2004). The process of inquiry also enables children to integrate language, literacy, math, and science educational experiences (Epstein, 2007; Gerde et al., 2013; Greenfield et al., 2009). Evidence and theory</p>

		support the assumption that preschool children learn best when linking extant and new knowledge through hands-on experiences (Bjorklund, 2011; Gelman & Brenneman, 2012; Greenfield et al., 2009). (p. 153)
12	Howitt, Lewis, & Upson (2011) It's a mystery!' A case study of implementing forensic science in preschool as scientific inquiry Australasian Journal of Early Childhood	<p>Inquiry-based learning Contemporary learning theory states that learning is most effective when students are active participants within the learning process, when the learning proceeds from experiences to explanations, when students' existing knowledge is used as the platform to develop new explanations, and when teachers are prepared to support students in the learning process (Anderson, 2002; Hackling, 2007). An inquiry-based approach to learning, where students are actively involved in finding answers to their own questions, incorporates all of these conditions. Learning science through an inquiry approach involves students in asking questions, exploring and investigating phenomena through the manipulation of materials, gaining experiences and making observations, and then developing explanations for those experiences (Hackling, 2007). At the heart of inquiry-based learning is the student trying to make sense of the phenomena under study (Crawford, 2009). As such, this approach actively engages students in learning, encourages curiosity and excitement of discovery, develops knowledge and understanding of scientific ideas, supports students in using data as evidence, and allows students to experience working like a real scientist (Anderson, 2002; Crawford, 2007). Within early childhood education, inquiry learning appears to commonly follow that of guided inquiry. A guided inquiry approach provides structured experiences of the phenomenon and leads to the collection of observations that can be used to develop explanations for the phenomenon (Hackling, 2005). Guided inquiry therefore involves guided and collaborative participation (Hedges, 2000) between the teacher and children through steps that may involve manipulating materials; making observations or measurements; or recording, discussing or interpreting observations (Hackling, 2005). Guided participation acknowledges the role of children as 'active agents and communicators in their own learning' (Hedges, 2000, p. 18). One of the key issues in guided inquiry is to select an appropriate context and learning experiences that allow young children to create meaningful new knowledge, based on the cognitive resources they bring to the task (Samarapungavan et al., 2008). These authors further commented on the need to provide appropriate instructional support, as young children are 'universal novices' (p. 903), lacking experiences with science as a discipline as well as having limited cognitive tools for literacy and numeracy. Such support included modelling aspects of inquiry, guiding science discourse, and assisting young children to better understand the scientific inquiry process (Samarapungavan et al., 2008). There appears to be limited research on the outcomes of inquiry learning on young children. However, a few relevant studies were located. Samarapungavan et al. (2008) examined United States</p>

		<p>kindergarten (no age given) children's science learning, using a guided inquiry approach into the life cycle of the monarch butterfly. Their results indicated that kindergarten children were able to successfully engage in the practices of scientific inquiry and to conduct empirical investigations to extend and revise their biological knowledge. As measured through an analysis of portfolios, they found the children were highly proficient in generating questions, making predictions, observing and recording data, and communicating their findings, while proficient in using empirical evidence to extend, elaborate or revise their knowledge. Also in the United States, Peterson and French (2008) examined preschool (three- and four-yearold) children's explanatory language through science inquiry in a five-week unit on colour mixing. Through analysis of discourse the children were found to engage as conversational partners, scientific investigators and dynamic co-constructors of explanations. These results demonstrate that young children can successfully engage in scientific explanation and inquiry. (p: 46-47)</p>
13	<p>Ilhan & Tosun (2016)</p> <p>Kindergarten Students' Levels of Understanding Some Science Concepts and Scientific Inquiry Processes According to Demographic Variables (The Sampling of Kilis Province in Turkey)</p> <p>Cogent Education</p>	<p>The aim of preschool science education is to provide children with the basic knowledge on the occurrence of phenomena and events in nature and help them understand themselves and their environment (Sahin, 1997). The science education to be given to children in this period should be directed toward satisfying the curiosity of children, rather than providing information on scientific concepts (Kefi, Çeliköz, & Erişen, 2013). Science education where the science concepts are merely recited to students or which is based on memorization does not contribute much to the mental development of children. Consequently, the learned information accumulates irregularly and gets forgotten in a short time. In science education, where activities are performed and students are active, on the other hand, children who are introduced to science activities will refrain from scientific works in the following years unless they get sufficient support from their teachers and if they have negative experiences (Simpson & Oliver, 1990). According to Kamay and Kaşker (2006), children start to learn and use the basic concepts of mathematics and science education in the preschool period. According to Kefi and Çeliköz (2014), this period is full of experiences in which children acquire basic concepts and scientific process skills. It is important to include activities in which children can use or develop scientific process skills along with the basic knowledge, understanding, attitude, and values regarding science (Boyuk, Tanik, & Saracoglu, 2011). Children should be introduced to such skills in the preschool period so that they can use the scientific process skills effectively in future years (Kefi et al., 2013). Scientific process skills are essential skills that every individual should have in order to become a science literate. The best time to introduce children to science is the preschool period when they start to get curious about the world surrounding them. When children have the ability to use their scientific process</p>

		<p>skills, it is easier for them to reach new knowledge through concrete experiences and gain such knowledge (Harlen & Qualter, 2004). (p.2) _</p> <p>Scientific process skills are essential skills that every individual should have in order to become a science literate. The best time to introduce children to science is the preschool period when they start to get curious about the world surrounding them. When children have the ability to use their scientific process skills, it is easier for them to reach new knowledge through concrete experiences and gain such knowledge (Harlen & Qualter, 2004). (p. 2)</p> <p>According to Cepni et al. (2006), those skills are divided into three groups: basic skills, causal skills, and experimental skills. Among those skills, basic scientific process skills are gained since birth. The most frequently repeated basic scientific process skills are observation, estimation, classification, using numbers, communication, measurement, data recording, problem-solving, and reasoning skills (Howe & Jones, 1998). Hypothesizing, defining hypothesis, and data checking skills are more advanced level scientific process skills that develop after preschool periods (Lind, 2000). According to Kefi et al. (2013), it is not possible to gain the scientific process skills, which are expected to be gained in further ages, effectively without developing the basic scientific process skills. (p. 3)</p> <p>SIP which are presented as follow: (i) “Understand science as a process of inquiry is based on asking questions and making predictions about the natural world;” (ii) “Understand the empirical basis of science: Scientific ideas are evaluated by their correspondence or fit to empirical evidence;” and (iii) “Understand simple tools used to gather, record, analyze, and share data.(P.5)</p>
14	<p>Kallery, Psillos, & Tselfes (2009)</p> <p>Typical Didactical Activities in the Greek Early-Years Science Classroom: Do They Promote Science Learning?</p>	<p>It can be argued that understanding science implies also some understanding of the practices involved in scientific inquiry, aspects of which are essential for the teaching of scientific subjects. Hacking (1992, 1995), by mapping the actual laboratory science activities practiced by scientists and subjecting them to a systematic bottom-up analysis, suggested that theoretical ideas, evidence and material world are entities internal to scientific inquiry and that making connections between them is characteristic of scientific practice. Based on Hacking’s framework, Psillos, Tselfes and Kariotoglou (2004) suggested that, in educational contexts, establishing connections between theoretical ideas, evidence and material world is essential in assisting children’s understanding in science and their scientific thinking. _ (p. 1188)</p>

International Journal of Science Education	<p>The teaching of science through inquiry methods aims at enabling young children to obtain experiences that are authentic to scientific experience (Peters, 2006), and is thought to make their learning more meaningful and to improve their scientific understanding (Hogan 2000; Hogan & Maglienti, 2001). Inquiry is considered by many (e.g. de Boo, 2000; Lind, 1999; Novak, 1977) as a major area of interest in young children's education in science. Research findings overwhelmingly support the teaching of science through inquiry (see Lind, 1999); and National Science Education Standards (NSES, American National Research Council, 1996) advocates, in line with the guidelines from the Association for the Education of Young Children (Bredekamp & Copple, 1997), that children at all grade levels and in every domain of science be given the opportunity to use scientific inquiry and to develop the ability to think and act in ways associated with scientific inquiry, including skills such as conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating scientific arguments. Co-ordination of evidence and theory involves inquiry skills, which is why inquiry is considered inherent to science. It involves scientific thinking that relies on both concepts and procedures, the latter being those we 'tend to have in mind when we speak about scientific thinking as analytical and critical thinking or, especially, the thinking which connects evidence and theory' (emphasis added) (Eshach & Fried 2005, p. 327). Yet learning with understanding involves the development of ideas through the learner's own thinking and action, and in science this means developing the skills to deal with new situations (Harlen, 1996). Lind argues that pre-primary-level science is an active enterprise '...seen as a way of thinking and trying to understand...'. Educators should, therefore, aim at introducing young children to the investigative nature of science, fostering their understanding and use of the modes of reasoning of scientific inquiry and relating new science knowledge both to previously learned knowledge and to new experiences of phenomena (Lind, 1999; NSES 1996). (p.1189) ____</p> <p>These situations must be planned in advance. Educators, whose role is to lead children in their conceptual thinking (Fleer, 1993), should provide them with appropriate materials and activities, progressively increasing in conceptual depth and complexity, in order to develop their scientific reasoning (Bredekamp & Cople 1997; Eshach & Fried, 2005; Lind, 1999). (p. 1190).</p> <p>As was discussed earlier, theoretical ideas, evidence and the material world are, according to Hacking (1992), entities internal to scientific inquiry and, in educational contexts, connections between them are essential in assisting children's understanding in science and their scientific thinking (Psillos et al., 2004) (p. 1190)</p>
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15	<p>Lanphear & Vandermaas-Peeler (2017)</p> <p>Inquiry and Intersubjectivity in a Reggio Emilia-Inspired Preschool</p> <p>Journal of Research in Childhood Education</p>	<p>Guided participation occurs as adults help children structure activity participation based on their development and bridge current and new understandings and skills (Rogoff, 1990; Vygotsky, 1978)_P.597)</p> <p>Inquiry-based guidance is one approach to guided participation that has been studied in early childhood educational settings as a way of encouraging children to explore the world around them (Ermeling, 2010; French, 2004; Gerde, Schachter, & Wasik, 2013; Inan et al., 2010). When adults employ inquiry guidance, they use open-ended questions to encourage children’s inquisitiveness, exploration, and problem solving (Edwards, Gandini, & Forman, 2011) (p.597)</p> <p>Inan et al. (2010) examined the impact of inquiry-based guidance on science education in a preschool classroom and found that this approach led to children deeply engaging in activities and learning science process skills, such as hypothesizing and questioning (Inan et al., 2010). These findings were similarly observed in the classrooms studied by Ermeling (2010). In his study, teachers were taught to let children question and seek knowledge, rather than giving children all of the answers, which was shown to help the children better understand the material. Inquiry processes can include the seven steps of the scientific method: observation, asking questions, making hypotheses, experimenting, analysis and conclusion, communication, and asking new questions (Gerde et al., 2013). . A modified scientific method to study inquiry was used by French (2004), who grouped the inquiry processes into the four units of (1) reflect and ask, (2) plan and predict, (3) act and observe, and (4) report and reflect. This method, in conjunction with multiday projects, was shown to support children’s engagement in higher order cognitive skills, such as predicting and reflecting. Gerde et al. (2013) stated that inquiry as a lens of learning carries beyond science experiences and leads children to explore and question in other activities, such as group play and outdoor time (p. 597-58)</p>
16	<p>Leonard, Boakes, & Moore (2009)</p> <p>Conducting Science Inquiry in Primary Classrooms: Case Studies of Two Preservice</p>	<p>describe inquiry as “authentic questions generated from students’ experiences” (p. 21). The NSES further assert that When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They identify their assumptions, use critical and logical thinking, and consider alternative explanations. In this way, students’ activity develops their understanding of science by combining science knowledge with reasoning and thinking skills. (p. 27)</p>

	<p>Teachers' Inquiry-Based Practices</p> <p>Journal of Elementary Science Education</p>	<p>Drawn from the tenets of constructivist learning theory (Eick & Reed, 2002), inquiry has been characterized as both an orientation (i.e., nature of science) and a process (i.e., method of science) (Bianchini & Colburn, 2000). Lambert (2007) describes the processes “as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision-making” (p. 389). The scientific method allows students to identify the problem, formulate a hypothesis, design an investigation, make and record observations, interpret data, and explain the results (Crawford, 2007; NRC, 1996). Bodzin and Beerer (2003) used the processes of science to develop the Science Teacher Inquiry Rubric (STIR). The STIR can be used to rate inquiry-based practices across six categories (those categories are explained later). We used these categories to obtain process data on the inquiry-based practices of prospective teachers in their first year of the study. In practice, Windschitl (2003) describes four types of science inquiry: (1) confirmation experiences or “cookbook labs” that are used to verify a known fact, (2) structured inquiry through which students are given the question and procedure to discover an unknown answer, (3) guided inquiry through which teachers allow students to investigate a prescribed problem using their own methods, and (4) open inquiry through which students form their own questions and conduct independent investigations (p. 114). (P.128)</p>
17	<p>Leuchter, Saalbach, & Hardy (2014)</p> <p>Designing Science Learning in the First Years of Schooling. An Intervention Study with Sequenced Learning Material on the Topic of "Floating and Sinking"</p> <p>International Journal of Science Education</p>	<p>inquiry-based instruction (understood as hands-on activities within small groups and with sense-making discussions) is expected to enhance both scientific content knowledge and scientific inquiry (National Research Council, 1996). On the other hand, current science education theories promote the importance of structuring and scaffolding as a standard of science instruction (Kirschner, Sweller, & Clark, 2006). Matching the two, inquirybased instruction along with scaffolding, seems to be most suitable for young children (Furtak, Seidel, Iverson, & Briggs, 2012; Hardy et al., 2006; Trundle & Sackes, 2012). While there is some research with regard to instructional conditions and accompanying early childhood teaching (Appleton, 2008), the age at which an early science learning progression may be successfully implemented is often not specified. (p.1751)</p> <p>Inquiry based instruction has to take into account that on the one hand, open inquiry environments may be unproductive, especially for young learners with low self-regulation capacities and persistent misconceptions but on the other hand, traditional forms of instruction often fail in achieving students' long-term conceptual restructuring with regard to basic science concepts (Duit & Treagust, 2003; Holliday, 2006) (p.1755)</p> <p>In the following, we propose two main foci for designing a curriculum for early science learning, intended to support conceptual restructuring by means of scaffolding student learning in an inquiry-based setting: (a)</p>

	<p>using structured task features to support reasoning with the targeted concepts and (b) embedding scientific reasoning in a three-step process of inquiry that allows the students to increasingly take responsibility for their own learning. Scaffolds in terms of task features. Instructionally sensitive tasks and materials need to incorporate aspects of a conceptual progression in order to ensure children’s effective engagement with the learning content. How could this be done? Young children’s explanations of objects’ floating or sinking usually involve misconceptions such as a focus on salient features (e.g. shape, weight, or size). Accordingly, tasks targeting conceptual restructuring need to both challenge children’s intuitive theories and have them take into account new properties, in this case material kind, for their predictions of objects’ floating or sinking. This can be supported by establishing structural similarities across same-material objects both verbally and non-verbally. Structural similarities function as an ‘invitation for comparison’ which has been shown to be an important process with regard to conceptual development (Namy & Gentner, 2002). Thus, presenting structural similarities may stimulate children to compare objects with each other, to ask investigative questions about objects’ behavior in water, to form educated expectations. With further scaffolding, children may also be led, to conduct simple investigations and to observe results, to justify an argument, and to discuss alternative ideas (Bybee, 2006; Mo’ller et al., 2012). As Wiser and Smith (2008) pointed out: ‘Using “plastic” as an adjective guides generalization across different kinds of plastic objects and thus encourages linking ‘plastic’ to shininess, lightness, and flexibility’ (p. 209). Also grammatical construction such as ‘This is made of plastic’ or ‘This is plastic’ as opposed to ‘This is a cup’ draws children’s attention to the material dimension. Furthermore, hands-on experiences help children to detect similarities in appearance and behavior across objects of the same material. Thus, for example, in a task concerning floating and sinking, children could consider solid objects which differ in shape, weight, or size but which consist of the same material when predicting their floating or sinking in water. Scaffolds in terms of a problem-based context. Putting the scientific tasks in a problembased context of scientific inquiry may be a further scaffold for conceptual development (Dewey,1910;Hmelo-Silver,2006).Authentic and complex problem settings inpersonally meaningful contexts (Pintrich, Marx, & Boyle, 1993) allow for multi-perspectives’ approaches and multiple solution paths or solutions (Mayer & Wittrock, 2006), thus giving opportunities for scientific inquiry and conceptual restructuring (Linn & Eylon, 2006). A meaningful, contextualized, and complex problem for young children might be to find out which objects will float and whether, and if so, how floating objects can be made to sink. According to Holliday (2006), teachers should avoid what often can be observed: neither is it productive to guide a child step-by-step through tasks which</p>
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		<p>learners are initially unable to place into a broader context nor is it fruitful to leave the children unsupported in their inquiry process (Appleton, 2008). Organizing the learning process as a three-step structure (Atkin & Karplus, 1962; Schiefele & Pekrun, 1996) should ensure that the intended problem-solving processes and patterns are indeed stimulated and can be carried out even by young children as self-reliant learners (Hiemstra, 2000). The three-step structure summarizes the Biological Sciences Curriculum Study (BSCS) 5E instructional model (Engagement, Exploration, Explanation, Elaboration, and Evaluation, Bybee et al., 2006) and considers the learning conditions of young children. In the preparation phase, teachers arouse children's engagement and motivation by introducing material that is appropriate in a domain and for a specific age group. Concerning young children, tasks and task introduction should always take into account their domain-specific knowledge (see above) as well as their domain general learning capabilities such as their natural curiosity concerning science (Conezio & French, 2002) and their limited executive functions (Garon, Bryson, & Smith, 2008). In the operation phase, teachers encourage the children to explore by generating questions and hypotheses and trying out different solution paths and explanations. During children's work, teachers adaptively support the learning processes by explaining and elaborating through modeling solution strategies and providing fading aids for carrying out solution plans (Lepper, Drake, & O'Donnell-Johnson, 1997). In the reflection phase, teachers support the children to explain and to examine each others' solution paths and detecting alternative ways of thinking (Kuhn, 2009). Teachers also evaluate learning outcomes and frame mistakes as opportunities for learning as well as plan next learning opportunities (Kloos & Van Orden, 2005). (p. 1755)</p>
18	<p>MacDonald & Breunig (2018)</p> <p>Back to the "Garten": Ontario Kindergarteners Learn and Grow through Schoolyard Pedagogy</p> <p>Journal of Outdoor and Environmental Education</p>	<p>Experiential education is often oversimplified as learning by doing[^] (Breunig 2008; Roberts 2011). John Dewey is often regarded as one of the founders of experiential education. Dewey believed that subject matter should not be learned in isolation and emphasized the important role of the local community and out-of-classroom(p.134)</p> <p>Experiential education embraces transdisciplinary learning experiences to create and recreate knowledge as part of the educative process. Transdisciplinary experiential education extends beyond the commonplace reference to hands on[^] learning activities (i.e. field trips or internships) to include problem-based learning, project-based learning, inquiry-based learning, community-academic partnerships, and student-directed learning, among other transdisciplinary pedagogies (Breunig 2017). (p. 134)</p> <p>One transdisciplinary, classroom-based platform for student-centred experiential education that acknowledges the relationship between individuals and their social and natural environments is inquiry-</p>

		<p>based learning (Gordon 2009; Savery2006). Inquiry-based learning specifically involves the open-ended investigation into students’ intuitive queries with teachers serving as provocateurs in moving students forward in their own inquiries (Ontario Ministry of Education 2013). In viewing children as knowledge-possessing and capable of critical engagement in their own lives, inquiry-based learning places a focus on children’s own questions, observations and interpretations of the world around them as a primary method of instruction (Fielding 2012; Savery 2006).(p. 136)</p> <p>typical of experiential, inquiry-based learning, which is student-centered and involves questioning, gathering information, and discussing and reflecting on ideas to generate new knowledge (Breunig 2013; Savery 2006). (p.142)</p>
19	<p>Margett & Witherington (2011)</p> <p>The Nature of Preschoolers’ Concept of Living and Artificial Objects</p> <p>Child Development</p>	<p>Preschoolers and adults (supplying a baseline for comparison) who participated in this study were asked to complete a total of three phases. Each phase involved both groups viewing dynamic images of objects—both plants and animals, mobile artifacts, and immobile artifacts—and being given the opportunity to both ask questions (Phase 1) and answer questions (Phases 2 and 3) about the objects they viewed. (p.2069)</p> <p>In Phase 1, we predicted, by examining preschoolers’ questions and statements made about objects, confirmation of previous results (Greif et al., 2006) such that preschoolers, like adults, should hold different expectations about the type of information important for categorizing novel animals and inanimate artifacts. We also predicted that these information-seeking differences in preschoolers would appropriately extend, as with adults, to plants and mobile artifacts, given that this method arguably targets a more implicit awareness of the Living–nonliving kinds distinction by not relying on preschoolers’ explicit verbalization of this distinction. That is, preschoolers would want to know what an unfamiliar mobile artifact is used for yet would want to know about category membership, food choices, and typical locations for plants. Similarly, in Phase 2, we predicted, by examining what properties preschoolers attributed to the different objects, that we would confirm previous results (Backscheider et al., 1993; Inagaki & Hatano, 2002; Keil, 1992; Opfer & Gelman, 2001; Opfer & Siegler, 2004) such that preschoolers, like adults, would correctly distinguish living and nonliving kinds by selectively applying biological properties to animals and plants but not to mobile and immobile artifacts. In Phase 3, we targeted preschoolers’ and adults’ application of the concept “alive” to our four classes of stimuli and expected to confirm previous results that preschoolers, like adults, would overwhelmingly classify animals as living and immobile objects as nonliving (Opfer & Siegler, 2004). However, we predicted that preschoolers, in contrast to adults, would encounter more difficulty correctly</p>

		assigning the word alive to plants but not to mobile artifacts (Carey, 1985; Hatano et al., 1993; Meunier & Cordier, 2004; Opfer & Siegler, 2004; Richards & Siegler, 1984; Waxman, 2005). (P. 2070)
20	McNerney & Hall (2017) Developing a Framework of Scientific Enquiry in Early Childhood: An Action Research Project to Support Staff Development and Improve Science Teaching Early Child Development and Care	to conceptualise science teaching in our setting: exploration, observation, interpretation (making sense) and mediation (guiding)._(207) Exploration With no prescribed content for science, and with an emphasis on learning through play, early years teachers in England can allow children both the opportunity and time to explore their environment, which is a natural component of children's play (Farmery, 2002; Howe & Davies, 2005). Exploration requires children to be actively engaged in their environment, taking risks to explore the unknown, asking questions and being interested in, and learning from, new experiences. This kind of exploration enables children to question why things happen and to start to make inferences as a result (Schulz, 2012). Through exploration of objects, children can explore how they work: what does it do? and how they might exert influence: what can I do with it? (Bjorklund & Gardiner, 2011, p. 154). Exploration of the world is, therefore, at the heart of scientific enquiry for young children. Through their exploratory play, children can develop scientific concepts, knowledge and skills (Johnston, 2005). For example, through water play, children can explore concepts such as buoyancy, finding out, through classification, which items will float or sink. Observation To be effective explorers, it is logical to expect children to have keen observation skills. Observation has been recognised as a vital skill for early childhood science learning (deBóo, 2006; Harlen, 2000). Children are natural observers and learn much from watching and copying others as well as when actively exploring on their own or collaboratively. These everyday observations help them to understand the world around them (Rogoff, 2003). However, for the purpose of science learning, Johnston (2005) pointed out that observation should go beyond just seeing: it should involve all senses and be used to identify similarities, differences, patterns and sequences in the environment. In other words, everyday observation involves noticing and describing the world, but scientific observation involves interpretation. For example, in exploring sounds made by different containers, children should be encouraged to look, touch and listen, and, in the process, be supported to interpret their observations: Do similar objects make the same sound? Which objects make the quietest or loudest sound? Interpretation and mediation Interpretation, that is, sense-making, is also highlighted in the statement about science from EYFS. For scientific thinking to develop through children's exploratory play and observations, children should, at some stage, be able to interpret and make sense of their experiences so that they can gain a better understanding of the world around them. This, in our view, is a key component of science in the early years in our setting:

	<p>developing enquiring minds and scientific thinking to enable children to interact with and understand their environment. Whilst we explained previously that early childhood teachers tend to view science as a body of knowledge, children can learn scientific concepts and gain new knowledge through exploring their world (Kallery, 2004), with the caveat being that exploration is the starting point. As Bruner conceptualised, the aim of education is to promote enquiry and skill in the process of knowledge production, rather than memorise a body of knowledge: ‘Knowing is a process, not a product’ (Bruner, 1966, p. 72). An important point to make is that the theory that children will spontaneously ‘discover’ scientific concepts whilst exploring and observing for themselves is questionable (Harlen, 2000), and the role of the teacher is vital in facilitating young children’s development in science (Blake & Howitt, 2012; Harlen, 1999; Johnston, 2009). As Howe and Davies (2005) explain, young children’s learning in science builds on prior knowledge through social interaction. Black and Hughes (2003) and Lemke (2001) concur and stress the vital role that language plays in co-constructing ideas about science and understanding the world. This suggests that science learning for young children is contextualised, bound by their prior knowledge and the socially constructed knowledge that develops through their interactions with the people around them. In assisting children to make sense and interpret the world around them as a result of their explorations and observations, teachers are required to mediate children through this process. This active role for teachers resonates with Vygotskian sociocultural theory in which adults or more able peers mediate children’s learning to enable them to reach levels of understanding that they could not reach alone (Vygotsky, 1978, 1986). To this aim, Howe and Davies (2005) claim that all exploration within early childhood settings should be carefully planned by the practitioner and suggest that even apparently ‘free’ exploration by children should be part of an intentional sequence of activities designed by teachers to develop children’s scientific thinking. However, they caution that the role of the adult within children’s exploration is not always direct and should vary from observation of and/or playing alongside child-initiated exploration; intervening at key times to question and suggest ways forward and initiating activities for the deliberate development of specific scientific thinking (p. 159). The balance of knowing not just when, but how to interact and intervene in children’s exploration is a significant and nuanced skill on behalf of the teacher. Knowing when to intervene is a pedagogic skill that covers all aspects of children’s learning and is the focus of most preservice training. Addressing how to interact with children’s exploration in science, as discussed previously, is not an area of strength for early childhood teachers. How to interact in science teaching is the</p>
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		central premise of this paper in order to provide a framework that all staff can use to assist in the development of scientific enquiry with young children. (p.207)
21	Merritt, Chiu, Peters-Burton, & Bell (2018) Teachers' Integration of Scientific and Engineering Practices in Primary Classrooms Research in Science Education	In this paper, we focus primarily on scientific and engineering practices, which build from NSES science as inquiry standards. They incorporate engineering problems and focus more on the importance of developing and using models than prior standards. They include asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence and obtaining, and evaluating and communicating information (p.1323). Other practices, such as supporting claims with evidence and analyzing data, are less frequently observed in primary classrooms (Fulp, 2002; Trygstad et al., 2013) (p. 1323)
22	Metz (2008) Narrowing the Gulf between the Practices of Science and the Elementary School Science Classroom Elementary School Journal	Science educators and policy makers are increasingly calling for students not simply to learn science content, but also to do science (American Association for the Advancement of Science [AAAS], 1993; National Research Council [NRC], 1996, 2000). In this vein, the new National Academy of Science report on K–8 science, <i>Taking Science to School</i> , emphasizes the fundamental importance of engaging children in the knowledge-building practices of science (Duschl, Schweingruber, & Shouse, 2007). (p. 138) Features of the Practice of Science I conceptualize the nature of the scientific knowledge-building practices that are strategic and feasible to more adequately reflect in the elementary school science classroom in terms of seven interrelated features of the practice. Three of the features concern the interface of content and process: (a) immersion within strategically selected scientific domains; (b) centrality of big ideas in the practices; and (c) entwining of content and process. The next three features concern issues of motivation and goal structure: (a) centrality of curiosity as a drive for the enterprise of science; (b) discovery and explanation as top level goals, processes such as observation and categorization function only as subgoals; and (c) the challenge and delight of structuring the ill-structured. The last is a single feature, albeit connected with all of those before: (a) the social nature of scientific knowledge building practices. Discovery and Explanation as Top Level Goals, Processes Such as Observation and Categorization as Subgoals (p.140).

		<p>The purpose of this initial scientific inquiry thought is epistemic, intended to introduce children to the enterprise of scientific inquiry while also serving as an early embedded assessment. I designed the thought experiment to fit Mayr’s (1997) description of the most fundamental elements of inquiry: “an unexplained irregularity or anomaly” that arises from simple observation; a “puzzle” that emerges from this discovery; conjectures or hypotheses to explain the puzzle, and the testing thereof (145)</p> <p>inquiry consists simply of “making observations about the world, either looking carefully at things or trying to see what happens” (Driver et al., p. 141). ____</p>
23	<p>Metz (2011)</p> <p>Disentangling Robust Developmental Constraints from the Instructionally Mutable: Young Children's Epistemic Reasoning about a Study of Their Own Design</p> <p>Journal of the Learning Sciences</p>	<p>phenomenon-based reasoning” (p. 141). This initial level reflects a strong naïve realism: Inquiry consists simply of “making observations about the world, either looking carefully at things or trying to see what happens” (p. 141). Most of their secondary school students manifested the subsequent relation-based reasoning level, in which, in a significant step away from the phenomenology itself, inquiry is conceptualized in terms of relations between variables. However, Driver et al.’s finer grained specification of relation-based reasoning reflects multiple vestiges of a naïve realism; in particular, relations are framed in terms of observable features that are “taken-for-granted as existing in the material world” (p. 115) and students assume a one-to-one correspondence between material world and causal factor (p. 115). Only a small minority of their 16-year-olds exhibited model-based reasoning, conceptualizing inquiry in terms of models of “provisional status” that do not “arise directly from the data” but consist of “coherent stories” based on “posited theoretical entities” involving “imagination and conjecture.” Consider the construct of “model.” As elaborated in the theoretical and instructional design work of Lehrer and Schauble (2000), it has many forms: from physical models, representational models, or syntactic (or analogical) models to hypothetical-deductive models (p.53)</p> <p>These children had a strong motivation to be engaged in their investigations and subsequently the interview questions as they focused on the adequacy of their study as an instrument for addressing their question. (p.106)</p> <p>Making scientific inquiry accessible to young children constitutes a key challenge, particularly if one aims to avoid reducing the epistemic practice into the application of discrete science process skills. This instructional model sought to make inquiry accessible by manipulating the social unit responsible for the</p>

		<p>inquiry as well as the degree to which the inquiry was "well structured" versus "ill structured." The social context of the practice of science is fundamental to the power of scientists, supporting such functions as their generation of new ideas, critical examination of competing scientific interpretations or arguments, and taking on of investigations that would be beyond the reach of the scientist working alone (e.g., Dunbar, 1999; Latour, 1999; Okada & Simon, 1997). I aimed to capitalize on the supportive potential of working together in engineering children's practices in science. The instructional model manipulates the social unit responsible for the inquiry in order to adjust the cognitive load on the individual student, with the whole class working together with the teacher as the most supported unit and the pairs working largely independently as the most demanding. Much of the "inquiry" that students experience in school takes the form of all following the same recipe, a set of procedures implemented to reach a known result (Chinn & Malhotra, 2002). I view the challenge and delight in structuring the ill-structured as a key feature of scientific inquiry as practiced by scientists. Indeed, the enterprise of scientific inquiry epitomizes an "ill-structured problem" (Newell & Simon, 1972; Simon, 1986) in that how to think about the problem or go about solving it is not defined within the problem itself, nor is it transparent when the problem is "solved. (p. 61)</p>
24	<p>Monteira (2015)</p> <p>The Practice of Using Evidence in Kindergarten: The Role of Purposeful Observation</p> <p>Journal of Research in Science Teaching</p>	<p>In policy there has been a move toward situating scientific practices at the center of teaching and learning. This trend is consistent with a model that views science as consisting of a set of scientific practices (p.1233) Recent understandings of science view it as a set of scientific practices (Osborne, 2014). Osborne argues that science education needs to include explaining why we know what we know, for doing so will contribute to a commitment to evidence as the epistemic basis of beliefs. Policy reforms in the United States are aligned with this approach, adopting a focus on scientific practices alongside crosscutting concepts and core ideas as exemplified by the New Generation Science Standards (NGSS) (Achieve, 2013; NRC, 2012). The examination of the use of evidence is framed in this notion of scientific practices, as a part of practice 7 Engaging in argument from evidence (p. 1235)_</p> <p>Most of the work about the use of evidence in primary and secondary classrooms is framed in the construction of explanations. Duschl's (2008) Evidence-Explanation (E-E) continuum involves three critical transformations or students' judgments: (1) selecting or generating data to become evidence; (2) using evidence to ascertain patterns of evidence and models; and (3) employing the models and patterns to propose explanations. As Duschl points out, each of the three transitions involves making epistemic judgments about</p>

		<p>“what counts” as data, evidence or explanations. however,our work with kindergarteners focuses on the first stages:articulating claims,selecting or generating data to become evidence,identifying patterns,andusingevidenceto support claims. (p. 1235)</p> <p>we are focusing first on this “what counts” as evidence dimension, in other words, data are considered evidence if their discursive role in children’s talk is to evaluate a claim; and second, on the appropriateness of data to support the claim. (P. 1236)</p> <p>(1) selecting data appropriate for being transformed into evidence related to a claim; and (2) identifying potential (appropriate) evidence that could confirm or disconfirm a claim. Both processes would be scaffolded, as is the case in our study. (p.1254)</p>
25	<p>Peterson & French (2008)</p> <p>Supporting Young Children's Explanations through Inquiry Science in Preschool</p> <p>Early Childhood Research Quarterly</p>	<p>These skills are supported by the daily use of a science cycle, which is comprised of four steps: Step 1, Reflect and Ask, typically takes place during a Circle Time activity in which the teacher introduces the science topic for the day through a demonstration, discussion, and related fiction or non-fiction book reading. Step 2, Plan and Predict, occurs as the teacher introduces children to the science activity of the day and asks them to plan how they will conduct the activity and to predict the outcome. In Step 3, Act and Observe, children take part in small group science activities where they engage in hands-on exploration and manipulation. Teachers are encouraged to “wrap language around activities” to facilitate children’s ability to map their mental representations of the science concepts onto language. Step 4, Report and Reflect, typically takes place at the end of the day, when children communicate their findings in the form of an experience chart, drawing, or verbal report. This structured science cycle allows the teacher to model and support children’s use of the language and thinking processes associated with scientific inquiry. (p.397)</p>
26	<p>Philippou, Papademetri-Kachrimani, & Louca (2015)</p> <p>"The Exchange of Ideas Was Mutual, I Have to Say": Negotiating Researcher and Teacher "Roles" in an Early Years Educators' Professional</p>	<p>Learning was therefore seen as a socio-cognitive process, resembling that used by scientists in scientific communities, to pose questions and problems, formulate hypotheses, design, collect and analyse data, experiences and observations, formulate conclusions and construct or reconstruct theories. Within inquiry-based learning, emphasis may be placed on processes of investigation (for example, Gott and Duggan 1995, Etkina and Van Heuvelen 2007), problem-solving (for example, Blum and Niss 1991, Erickson 1999, Lubienski 1999) and modelling (for example, Constantinou 1999, English 2003, Lesh and Lehrer 2003, Louca and Zacharia 2012) as a means for supporting children to construct nuanced meanings of the world that surrounds them. (p.385)</p>

	Development Programme on Inquiry-Based Mathematics and Science Learning	As children were now expected to engage with mathematics and science inquiry in epistemologically similar ways to those used by scientists, so were teachers engaged in this process, by inquiring and researching their own practice. This seemed to be strongly associated with a change in how they viewed children and teaching. (p. 392)
27	<p>Roehrig, Dubosarsky, Mason, Carlson, & Murphy (2011)</p> <p>We Look More, Listen More, Notice More: Impact of Sustained Professional Development on Head Start Teachers' Inquiry-Based and Culturally-Relevant Science Teaching Practices</p> <p>Journal of Science Education and Technology</p>	<p>We specifically introduced The Young Scientist: Discovering Nature with Young Children Curriculum as it is designed to help young children develop important skills in science-inquiry, literacy and math and to introduce children to critical thinking skills such as questioning, investigating, discussing, and formulating ideas and theories. This constructivist curriculum guides teachers through the stages of open and focused explorations, emphasizing the value of students' ideas and prior experiences. The curriculum gives specific examples and discusses specific activities, so it would fit teachers who like to rely on structured manual, but it is also open enough so it would be a great resource for teachers who like to develop their own lesson plans and to integrate culturally specific science activities.(p.571)</p> <p>encourage hypothesizing, predicting, and higher-order thinking skills (Early et al. 2005; La Paro et al. 2004).</p> <p>Zech et al. (2000) also emphasized collaborative inquiry where content knowledge could be developed through the investigation of problems that originated in the classroom. (p.569)</p> <p>The sessions focused on skills like engaging children in open-ended questioning, allowing enough time for children to think and answer, asking for more than one correct answer and recording their observations (p.575)</p> <p>Such as questioning, investigating, discussing, and formulating ideas and theories. This constructivist curriculum guides teachers through the stages of open and focused explorations, emphasizing the value of students' ideas and prior experiences. (p. 571)</p>

28	<p>Samarapungavan, Mantzicopoulos, Patrick, & French (2009)</p> <p>The Development and Validation of the Science Learning Assessment (SLA): A Measure of Kindergarten Science Learning</p> <p>Journal of Advanced Academics</p>	<p>Understand science as a process of inquiry is based on asking questions and making predictions about the natural world • Understand the empirical basis of science: Scientific ideas are evaluated by their correspondence or fit to empirical evidence • Understand simple tools used to gather, record, analyze, and share data (p. 508)</p>
29	<p>Samarapungavan, Patrick, & Mantzicopoulos (2011)</p> <p>What Kindergarten Students Learn in Inquiry-Based Science Classrooms</p> <p>Cognition and Instruction</p>	<p>The SLP program of science instruction is grounded in design principles for inquiry-based pedagogy, as recommended by a national panel of experts and summarized by Duschl and Grandy(2008).These design principles include the integration of the cognitive (science concepts and scientific inference processes), epistemic (knowledge validation and evaluation), and social (understanding the sociocultural norms and practices of science) dimensions in extended inquiry units (p.418)</p> <p>there is a general agreement that science comprises sets of sociocultural practices that enable members of the scientific community toco-construct, evaluate, and revise shared knowledge. These scholars also agree that developing shared norms for representing and evaluating empirical data plays a key role in the epistemic regulation of science. (p.418)</p> <p>we regard science as the collective processes of articulating, testing, evaluating, and refining or revising models of the world.We posit that inquiry is shaped by the unique content of the specific models constructed in different disciplines including theoretical models,as well as data and investigation models(Chinn & Samarapungavan, 2008; Suppes, 1960, 1962; Woodward, 1989). SLP places no emphasis on students acquiring certain traditional vocabulary terms with regard to scientific inquiry such as “theories,” “laws,” or</p>

		<p>“hypotheses” in light of the ongoing debates about the meaning and utility of these terms in the history and philosophy of science (Cartwright, 1983, 1999; Giere, 1988; T. Kuhn, 1962; Laudan, 1990). As elaborated in prior publications, the SLP starts with the premise that science can be viewed as a community of practice that shares key cognitive resources such as problem spaces, representational conventions, and knowledge of important domain models, techniques for collecting and analyzing data, and epistemic norms and criteria for evaluating knowledge (Samarapungavan et al., 2008, 2009). (p. 428)</p> <p>A key feature of pre-inquiry activities is that they are designed to provide children with entry points into the processes of science learning by drawing on their everyday experiences and ideas. (p. 437)</p> <p>Post-inquiry activities typically consisted of whole class presentations and discussions in which children reviewed and shared what they had learned with each other (p.447)</p>
30	<p>Senocak, Samarapungavan, Aksoy, & Tosun (2013)</p> <p>A Study on Development of an Instrument to Determine Turkish Kindergarten Students' Understandings of Scientific Concepts and Scientific Inquiry Processes</p> <p>Educational Sciences: Theory and Practice</p>	<p>There are some studies on the limitations of empowering children’s understandings of scientific inquiry processes (Metz, 2004; Samarapungavan et al., 2008; Zhang, Parker, Eberhardt, & Passalacqua, 2011). Many indicators reveal that children show interest in inquiry-based programs, and that they acquire the basic skills of the scientific process. Metz (2004) reported that parents whose children participated in an inquiry-based instruction stated that their children were interested in becoming a scientist. Eshach (2011, p. 442) said, “Children have sufficient cognitive capabilities to engage in scientific inquiry.” Samarapungavan et al. (2008) administered a science learning program that was grounded in scientific inquiry and literacy activities. They collected data from both invention and comparison group kindergarten children by using different data collecting tools. Results showed that intervention group children had better scores than comparison group children with respect to acquiring the key aspects of scientific inquiry processes and science concepts taught in this program. Inquiry is a process that involves wondering, asking questions, collecting data, and answering questions in order to learn what is taking place around us. Inquiry is provoked by a sense of curiosity and is the powerful sense driving human beings to discover something of the world around them. Curiosity is the desire to learn or know about something (Harlan & Rivkin, 2008, p. 4). Barell (2008) stated that children are born with a sense of curiosity, and students at an early age can ask interesting and challenging questions to solve problems. He also suggested some effective activities to foster and keep children’s curiosity such as keeping wonder journals, developing problematic scenarios, and garnering parental support. Furthermore, Rankin (2011) expressed that students’ curiosity can be sustained</p>

		<p>with an effective pedagogical structure which can provide inquiry experiences. Inquiry requires some skills such as observation, questioning, measurement, classification, and prediction. These are known as the basic science processes (Bentley, Ebert, & Ebert, 2007; Martin, Sexton, Franklin, Gerlovich, & McElroy, 2009), and these are appropriate for kindergarten (Martin et al., 2009). In fact, we use these processes in our daily lives when trying to solve problems, even if we generally are not aware of using them. Nowadays, educators endeavor to develop new ways to keep children’s scientific curiosity alive or take them much further. “A Nation at Risk Report” is one of the most obvious examples of these endeavors. In 1981, a commission was constituted to present a report on the quality of education in the United States. Almost two years later, the commission released a report named, “A Nation at Risk: The Imperative for Educational Reform”. They examined the quality of teaching and learning in schools. In this report, there were some emphasizes on science education. For example, it was proposed to revise the science courses and recommended using the methods of scientific inquiry and reasoning to raise citizens who are literate in science and technology (A Nation at Risk, 1983). In the early 2000s, a strong effort was started in Turkey to revise and develop new curriculum to parallel the new trends in education. With this effort, the main idea in the curriculum has changed from the content-centered to the student-centered (Bulut, 2007), and it aimed to raise scientifically literate citizens (Bahar, 2006). Therefore, we included a second dimension in the instrument to reveal some clues to understanding the extent to which Turkish preschool students are aware of scientific inquiry processes. (p. 2219)</p>
31	<p>Siry, Ziegler, & Max (2012)</p> <p>Doing Science" through Discourse-in-Interaction: Young Children's Science Investigations at the Early Childhood Level</p> <p>Science Education</p>	<p>We emphasize the dialectical relationship between processes at individual and collective levels as central to interacting, learning, and co-constructing science, and we detail these perspectives further throughout the analytic discussion of data in later sections. (p. 313)</p> <p>For us, science is a human activity, one which comes into existence as it is done within interaction, whereby interactants are continually shaping, and are being shaped by, the activity and the constructed context through multiple situated interactions. Thus, science emerges from the “doing,” which includes physical processes and experiences as well as dialogic interactions (Ash, 2004). We share an understanding that as science is done it is talked into being (Gallas, 1995; Lemke, 1990). The dialectical approach allows us to move beyond traditional static and linear models to work toward a depiction of the complexity of human interaction and experience that depicts social phenomena as “multiple systematically interacting elements”</p>

(Engeström & Miettinen, 1999, p. 9). Through these frameworks, science learning, thinking, and knowing are addressed within our study at an early moment of becoming a participant in “doing science.” (p. 313)

When science becomes relevant within an interaction, participants will organize their general talk with regard to the more specific science object at hand. As such, they refer to and expand discourse practices, which pertain to the science-specific perspective emergent from the interaction (e.g., “just go on pouring, one might not be enough here and the second one has the same volume”). The organization of this science-related discourse-in interaction draws from, feeds into, and constitutes over time the larger Discourse as Science. More specifically, the science-related discourse-in-interaction systematically emerges from a science goal-oriented interaction. We argue that it is important to recognize that young children’s science-related talk is not just a low-quality version of standardized or established ways of science. Quite on the contrary, these discourse formats often precede (and are at the origin of) the standardized canonical discourse formats (Schlieben-Lange, 1987), which function as norm orientation in the general landscape of science as practice and theory. (p. 314)

We conceptualize science as an emergent process: one that is generated by participants in the doing. We understand “doing science” within institutional settings “as learning to deal with locally organized and sequentially structured discourse activities, and hence rooted in the learner’s participation in organizing talk in interaction, such as configuring participation structures or sequencing activities” (Pekarek-Doehler & Ziegler, 2007, p. 85). As discourse emerges from what the participants are doing, science is (continuously) emergent through interaction and discursive formats. Consequently, and over time, practices more strongly refer to established practices and are more easily acknowledged as being “science.” This, however, does not imply that lesser normative practices “do science” to a more limited degree. Rather, informal science dialogue can become the basis for broader scientific literacy (Ash, 2004). (p. 314)

1. “Doing science” emerges from a goal-oriented activity that frames the children’s actions. This mutual interaction creates a discourse of science. 2. Children make relevant their everyday ways of participating within their science related interaction practices. They use and modify other discourse formats from other goal-oriented activities that are familiar to them. 3. Children display an awareness of “doing science,” as

		they collaboratively orient to a specific format for completing the activity. They enact discursive structures that reveal science within unfolding dialogue (p. 320).
32	<p>Van Hook & Huziak-Clark (2008)</p> <p>Lift, Squeeze, Stretch, and Twist: Research-Based Inquiry Physics Experiences (RIPE) of Energy for Kindergartners</p> <p>Journal of Elementary Science Education</p>	<p>In developing this study, we followed recommendations in the literature, starting from personal experiences and having students begin young with simple real-life experiences with energy (Lijnse, 1990; Trumper, 1990). In previous studies (Van Hook, Huziak, & Nowak, 2005; Van Hook & Huziak-Clark, 2007b), kindergarten students were able to develop a basic conception of physics concepts (e.g., air and magnetism) when taught with inquirybased lessons that combine hands-on activities with class discussion, a simple conceptual model, succinct phrases (cognitive hooks) that capture key concepts, and reinforcement through multisensory activities. These elements of RIPE aid student learning when dealing with abstract concepts and new scientific vocabulary. This study of the early childhood RIPE model examines the effect of a set of lessons that provided kindergarten students with a range of experiences to help them begin to develop an understanding of energy. (p.3)</p> <p>the RIPE early childhood instructional model (developed by the authors) can be effective in teaching physics concepts to early childhood students. The RIPE model includes inquiry-based activities; learning cycle approach to instruction; multisensory activities such as kinesthetic movements, songs, and key concepts; and cognitive hooks to help students remember and apply knowledge. Key to this model is identifying a small set of core concepts and focusing intensely on them rather than trying to address many concepts in a unit. In addition, the concept is phrased in a manner that is as simple and concrete as possible and that is continually reinforced through brief phrases expressing interactions (not simply vocabulary words) that help students articulate scientific notions about a wide variety of experiences. These cognitive hooks, such as “lift,” “squeeze,” “stretch,” and “twist,” capture key scientific principles and yet are meaningful to students. The 5E model provides a powerful overall structure to the lessons, engaging students, allowing them to explore the concept, explaining the scientific concept, extending and reinforcing the concept, and evaluating the students’ understanding throughout. In the RIPE model, it is critical that the explanation of the scientific concept develops from a class discussion of the students’ ideas and observations, and does not devolve into a lecture about the concept by the teacher. (p.12)</p>
33	<p>Wastin & Han (2014)</p>	<p>Children can then use these investigative techniques that incorporate different subject areas and apply these skills to anything that interests them later on in life – something that drilling topics separately can never achieve. Their problem solving and critical thinking skills flourish with this approach. (p.3)</p>

	<p>Action Research and Project Approach: Journey of an Early Childhood Pre-Service Teacher and a Teacher Educator</p> <p>Networks: An Online Journal for Teacher Research</p>	<p>Phase 1. The purpose of Phase 1 is to identify the topic by having young investigators figure out what they want to know (Helm & Katz, 2011). Ideally, it is the children that initiate the project idea; however, due to the nature and time constraints of the mini project, I introduced the topic of rain based on the unit on weather. For Phase 1, we created a class web where I extracted their prior knowledge about rain and where it comes from. Afterwards, we explored three different books about rain and weather to expand our knowledge and gather more information. We then returned to the web and added to what we knew about rain (p.4)</p> <p>The purpose of Phase 2 is to investigate the topic with in-depth study of the questions posed in Phase 1 through hands-on experiences (Helm & Katz, 2011). In this phase, the children learned to gather data over a two-week span for our rain measure experiment, exploring mathematic skills. They also performed a rain simulation experiment and referenced secondary resources for more information working on scientific inquiry. The children continued to showcase their knowledge through reflective writings and discussions. (p.5)</p> <p>The purpose of Phase 3 is to wrap up the project in a culminating activity and to share with others what they have learned (Helm & Katz, 2011). (p.7)</p>
34	<p>Watts, Salehjee, & Essex (2017)</p> <p>But Is It Science?</p> <p>Early Child Development and Care</p>	<p>Through inquiry methods, the teaching of science aims to enable young children to obtain experiences that are authentic to scientific experience (Peters,2006) and this is thought to make their learning more meaningful and to improve their scientific understanding (Hogan,2000; Hogan & Maglienti, 2001). But, and it is a big ‘but’, Rop’s(2002) work suggests that questioning – inquiry – is necessary but not sufficient: there need also be ‘receptive contexts’ for questions. When faced with an outpouring of questions, teachers and parents are actually ambivalent at best. They commonly listen to a child’s open curiosity with contradictory feelings: the need to ‘honour’ the child’s question, give her or him time and patient support in the struggle to understand content – all of which is then weighed against the seemingly incompatible need to maximize ‘teaching time’, ‘cover the expectations of the school’ and ‘get on with things’. Even less compassionate is when teachers perceive a child’s questions as annoying, ‘going against the grain’, an impediment, overbearing and a test of patience, particularly when these arrive too frequently, or seem set to challenge received ‘common wisdom’. There are only so many times an adult can answer ‘why’ questions one after</p>

	<p>the other in rapid succession without losing patience or exhorting a greater power ('Because I say so!!'). These different teacher attitudes impact upon the ways questioning is encouraged or discouraged during school or nursery time. In reality, teachers are very concerned with such 'micro-politics' of ('real') classroom life. Recent work (e.g. Pedrosa de Jesus, Moreira, da Silva Lopes, & Watts, 2012) illustrates just how context-sensitive is the asking of questions. In this sense, a 'receptive context' is the set of entities that influence action in a particular setting, situation or on a specific occasion (Brezillon, 2003, 2005), in particular the 'physical, emotional, and intellectual environment that surrounds an experience and gives it meaning' (Caudron, 2000, p. 55). A 'positive, receptive, context for questioning' moves beyond usual practices in teaching; it is the prime criterion for building an environment where children's classroom questions are the norm. Not all classroom contexts are positive, and there are numerous instances where children's questions are dismissed, not welcomed, let alone acted on. (p. 276)</p> <p>Moreover, there are many types of questions, some that are answerable and many that are not (Watts & Pedrosa de Jesus, 2006). Of interest here is a mode of questioning that focuses on empirical work, those questions that can lead to investigation, experiment and some resolution. 'Investigable' questions (Chin & Kayalvizhi, 2002; Graesser & McMahan, 1993) require a particular form of construction. (p.276)</p> <p>'But is it science?' through just three ingredients central to education in the early years: first, 'empirical question-asking'; second, 'transgressive play'; and third, 'good thinking' (p. 275)</p> <p>So, our tack is that inquiry-based learning, manifest within the three ingredients above, is vastly important not solely because it allows entry into science, but because it works powerfully well across different disciplines. Second, there are many more processes entailed within science that also need to be encouraged before it can appropriately be called science. (p.276)</p> <p>According to Chin and Kayalvizhi (2002) and Arnold (2009), a good investigative question requires learners to generate and collect data for a selected pathway; represent, analyse and interpret their findings using the data collected; draw a conclusion using their results and justify their findings to the question based on the data they have collected. Chin and Kayalvizhi (2002) further suggest that in order to fully engage children and sustain their interest, these questions should be conceptually challenging, meaningful and relevant to</p>
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		<p>their personal experiences, while remaining broad enough to enable critical and creative thinking. Such challenging questions can spring from odd events, passing thoughts or conversations, a technological problem, some difficult results, a curious occurrence, a chance observation, a fascination with some particular area of life, a claim on a TV advert, a pet's habits, a family discussion, a sporting occasion, family obsessions or hobbies. That is, the processes of 'disequilibrium detection', of problem finding (Watts & Pedrosa de Jesus, 2010), come from children's interactions with life – and often from the clash between experience of 'life issues' and the overlay of knowledge derived from school and other informative sources throughout the early years(Watts&Alsop,1995).In some ways, this is a precursor to the Cognitive Acceleration in Science Education notion (for older children) of cognitive dissonance (McCormack, Finlayson, & McCloughlin, 2014). That said, Walsh and Sattes (2005) make the point that formulating investigative questions is a skill that needs to be explicitly taught in early years and beyond. Thornton and Bruton (2015) point to this kind of early-years inquiry as the 'Reggio Emilio approach', where children are encouraged to develop their own theories about the world and to explore these collaboratively in great depth. Strong value is placed on different experiences, ideas and opinions so that when a child stands at the centre of a paved playground after a heavy spate of rain and asks, 'Where does all the water go?' the child's ideas are respected and taken seriously, and are used as the start point of investigations. Thornton and Bruton say it is important to create an environment in which 'children are unafraid of making mistakes or of reconstructing their ideas' (2015, p. 17). The adult intervenes as little as possible but observes, listens, interprets and facilitates the child's inquiry by providing interesting experiences and resources. In this respect, there is no predetermined curriculum to determine what children must learn; the educational experience is generated on an ongoing basis from the questions, ideas and theories put forward by the children supported by the 'skills, expertise and experience of the educators working alongside them' (86) (p. 277)</p>
35	<p>Wu & Lin (2016)</p> <p>Inquiry-Based Mathematics Curriculum Design for Young Children-Teaching Experiment and Reflection</p>	<p>In addition, engaging children in the learning processes and providing inquiry-based learning opportunities were useful in enhancing their reasoning and problem-solving capabilities, which further furnished them with better understanding of mathematical concepts (Kennedy, 2009; National Council of Teachers of Mathematics [NCTM], 2000). (p. 844)</p> <p>The early learning experience could positively stimulate and enhance young children's potential for exploring the world in the future. • The function of inquiry teaching is to organize activities based on the</p>

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<p>EURASIA Journal of Mathematics, Science & Technology Education</p>	<p>purpose of discovering problems or creating cognitive conflict scenarios. • Meaningful learning of mathematics was to provide enriched mathematical learning experiences where children could be meaningfully guided to discover the structural relationships between concepts connected with numbers and their applications to problems arising from the real world (p. 844)</p> <p>Additionally, an inquiry-based approach is seen as vital for children to obtain scientific content knowledge through the problem-solving processes (National Research Council [NRC], 2000), which includes identification of assumptions and use of critical and logical thinking, as well as consideration of alternative explanations (NRC, 1996). Based on a philosophy of mathematics education, Richards (1991) described inquiry as learning to speak and act mathematically by engaging in mathematical discussions, proposing conjectures, and solving new or unfamiliar problems. Further, Yackel et al. (1990) claimed that children’s mathematical knowledge could not be delivered simply from one teacher’s instruction but must develop from participation in inquiry-based learning activities instead. Within this participative learning process, children were expected to comprehend what they saw and/or heard and bring up their own explanations. In short, inquiry-based mathematical instruction emphasizes a child-centered approach of “autonomy and manipulation”, where children can discover and solve the problems firsthand. This instructional approach also offers teachers abundant opportunities to observe their kids’ mathematical opinions and further bridge them toward a path of higher-level mathematical development. (p. 844)</p> <p>The focus of inquiry teaching is to organize learning activities on the basis of discovering problems or creating cognitive conflict scenarios, which then provide young children with various opportunities for discovering scientific problems and developing the capability of using critical thinking while working on tasks and constructing problem-solving solutions (NRC, 2012). Thus, every child’s role is that of an enthusiastic thinker, actively engaging in the process of questioning, observing, categorizing, explaining, applying, developing, and expressing their own opinions while accepting those of others, with the ultimate goal of being capable of solving problems and understanding their rationale (NRC, 1996; 2012). In this study, we employed the 5E Instructional Model (Bybee et al., 2006) in designing the inquirybased learning activities of the targeted curriculum, including five phases (an inquirybased learning cycle): engagement, exploration, explanation, elaboration, and evaluation. Based on constructivism, this model provides a basis for teachers to use diverse teaching strategies to advance their children’s active learning (Bybee, 1997). By</p>
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2		building up an inquiry learning environment, children can both explore and explain what they have learned
3		(Orgill, & Thomas, 2007), as well as detect and solve life-related problems in their own ways (Chang &
4		Wu, 2015). (p. 846)
5		
6		With this approach, children's learning processes were not "try and error" attempts but the systematic
7		learning of problemsolving in a meaningful context. Moreover, according to the tenets of Constructivism,
8		the learner constructs his/her own understanding through experience; "problematic experience can initiate
9		the learning process and subsequent experiences lead to changes in understanding and action" (Osterman,
10		1998, p. 4). As a result of interactions between new and past experiences, authentic learning of a new
11		concept is constructed. Therefore, learning is an active process requiring children's engagement. In the
12		teaching of mathematics, teachers need to create an enriched learning environment full of life experiences
13		and meaningful contexts; this precept was fully applied in our design. (p. 846)
14		
15		In relation to the constructivity principle, it was suggested that teachers design hands-on activities with the
16		use of realistic and concrete objects (manipulatives) whereby kids can be stimulated both physically and
17		mentally to sense the structural relationships firsthand. (p. 846).
18		
19		In summary, in this project, Dienes's (1973) theory of learning mathematics was applied in designing the
20		targeted curriculum for children, ages 3-6, in which an inquiry-based instructional approach was employed.
21		The model was based on his six stages of learning mathematics. "Free experiments" and "comparison" were
22		merged as a "problem solving" procedure. "Representation" and "symbolization" were integrated for
23		stimulating children's expression and communication. The result was that we developed a "four-stage
24		developmental model" for structuring sequential learning procedures in every lesson: (1) free play:
25		exploring problems; (2) exercising your brain: problem solving; (3) s/he, you, and I: expression and
26		communication; and (4) just doing it: integrated inquiry (p. 847)
27		
28		Mathematical teaching procedures 5E inquiry-based learning cycle Constructing learning contexts and free
29		play Engagement Choosing and initiating inquiry-based activity Engagement, exploration Posing and
30		deciding exploratory question(s) Exploration Planning and executing problem-solving method(s)
31		Exploration Observing cognitive behaviors Explanation Designing an activity which causes cognitive
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		conflict(s) Explanation Concluding experiences of inquiry-based activity Elaboration, evaluation Providing resembling and/or extending activities Evaluation (p. 848)
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For Peer Review Only

Supplement for: Identification of positions in literature using Thematic Network Analysis: The case of early childhood inquiry-based science education

Authors

1 Empirical and theoretical excerpts

The excerpts are available on GitHub [link released upon acceptance of article]. Since excerpts were at times taken from different parts of an article, we used the word *BREAK* to designate that to passages of texts were not connected. Also, as part of the TNA, we made several changes directly in the excerpts. Thus, excerpts are not citations.

2 R-scripts

We have included the R-script files as supplemental materials. They are called 'createTheoreticalNetworks.r', 'createEmpiricalNetworks.r', and 'createMaps.r' respectively. They are included as a zip-file which also contains this document as well as folders with the excerpts. Running these files in R Studio produces networks in the graphml format, which can be imported to Gephi. For readers unfamiliar with R and R Studio, we have made .txt versions of each script which can easily be viewed in simple text editors, although we recommend installing and viewing in R Studio.

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1
2
3 #This script creates a lingusitic network based on the empirical
4 texts corpus
5 #It will write a comma separated variables file called
6 "listNodesEmpirical.csv" to the working directory
7 #The end product is allNetEmpirical to be used in further analyses.
8
9 #First load necessary packages
10 library(tm)
11 library(igraph)
12
13 #Read in corpus
14 allEmpirical <-Corpus(DirSource("textsEmpirical", encoding="UTF-8"),
15 readerControl = list(language="lat"))
16 #Perform basic text-mining preprocessing
17 allEmpirical<-tm_map(allEmpirical,tolower)
18 allEmpirical<-tm_map(allEmpirical,removePunctuation)
19 allEmpirical<-tm_map(allEmpirical,stripWhitespace)
20
21 #Algorithmic rules
22 #These take the form of searching for and replacing a number of
23 words throughout the corpus
24 #The substituted words follow the =-sign after 'pattern' in each
25 line. These words are replaced with 'replacement'.
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<accompanies\\>|\\<accompanying\\>)", replacement =
28 "accompanied")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "accordingly", replacement = "according")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<achieve2013\\>|\\<achieving\\>)", replacement =
33 "achieve")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<acknowledged\\>|\\<acknowledges\\>)", replacement =
36 "acknowledge")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<acquisition\\>|\\<acquiring\\>|\\<acquired\\>)",
39 replacement = "acquire")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<acting\\>|\\<acted\\>|\\<acts\\>)", replacement =
42 "act")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "actions", replacement = "action")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "actively", replacement = "active")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "activities", replacement = "activity")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "(\\<actuality\\>|\\<actually\\>)", replacement =
51 "actual")
52 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
53 pattern = "adaptively", replacement = "adaptable")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<additionally\\>|\\<additional\\>|\\<addition\\>|\\
56 <adding\\>|\\<added\\>)", replacement = "add")
57
58
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"address")
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pattern = "advancing", replacement = "advance")
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pattern = "aesthetically", replacement = "aesthetic")
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allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "agreement", replacement = "agree")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<aimed\\>|\\<aims\\>", replacement = "aim")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<allowing\\>|\\<allowed\\>|\\<allows\\>", replacement
= "allow")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "alongside", replacement = "along")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<analysis\\>|\\<analyses\\>|\\<analysed\\>|\\
\\<analytical\\>|\\<analytic\\>|\\<analyze\\>|\\<analyzing\\>",
replacement = "analyse")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<answered\\>|\\<answering\\>|\\<answers\\>",
replacement = "answer")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "appearance", replacement = "appear")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "applications", replacement = "application")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<applicable\\>|\\<applying\\>|\\<applied\\>",
replacement = "apply")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "approaches", replacement = "approach")
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pattern = "\\<appropriately\\>|\\<appropriateness\\>", replacement
= "appropriate")
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pattern = "\\<argumentation\\>|\\<arguments\\>|\\<argument\\>|\\
\\<argues\\>|\\<argued\\>", replacement = "argue")
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pattern = "\\<arisen\\>|\\<arises\\>|\\<arising\\>",
replacement="arise")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<articulated\\>|\\<articulating\\
\\>", replacement="articulate")
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pattern = "artifacts", replacement = "artifact")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<asking\\>|\\<asks\\>", replacement = "ask")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "aspects", replacement = "aspect")

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1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "(\\<assigned\\>|\\<assigning\\>)", replacement =
5 "assign")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<associating\\>|\\<associated\\>|\\<association\\
8 \\>)", replacement = "associate")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<assumption\\>|\\<assumptions\\>)", replacement =
11 "assume")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "attributed", replacement="attribute")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "(\\<became\\>|\\<becomes\\>|\\<becoming\\>)",
16 replacement="become")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<beginning\\>|\\<begins\\>)", replacement="begin")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "behaviors", replacement="behavior")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "attributed", replacement="attribute")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "(\\<beliefs\\>|\\<believed\\>)", replacement="belief")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "books", replacement="book")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "broader", replacement="broad")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<built\\>|\\<builds\\>)", replacement="build")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "capabilities", replacement="capability")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<carrying\\>|\\<carried\\>|\\<carries\\>)",
35 replacement="carry")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "(\\<categorization\\>|\\<classification\\>|\\
38 \\<categorizing\\>|\\<categorized\\>|\\<categorize\\>|\\<classified\\
39 \\>|\\<categories\\>|\\<classify\\>|\\<category\\>)",
40 replacement="category_classify")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<centered\\>|\\<centred\\>|\\<centre\\>)",
43 replacement="center")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "centrality", replacement="central")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<challenging\\>|\\<challenged\\>|\\<challenges\\>)",
48 replacement="challenge")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "changes\\>|\\<changed", replacement="change")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "characteristics", replacement="characteristic")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<childs\\>|\\<child's\\>|\\<children\\>|\\<children's\\
55 \\>|\\<childrens\\>)", replacement="child")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<choices\\>|\\<choosing\\>|\\<choose\\>|\\<chosen\\>|\\
4 \\<chose\\>)", replacement="choice")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "(\\<claimed\\>|\\<claims\\>)", replacement="claim")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "classes", replacement="class")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "classrooms", replacement="classroom")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<coconstructing\\>|\\<coconstructors\\>|\\
13 \\<coconstruction\\>)", replacement="coconstruct")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "cognitively", replacement="cognitive")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<collaborating\\>|\\<collaborations\\>|\\
18 \\<collaboration\\>|\\<collaboratively\\>|\\<collaborative\\>|\\
19 \\<collaborative\\>|\\<collaborators\\>|\\<collaborate\\>)",
20 replacement="collaborate")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "(\\<collecting\\>|\\<collection\\>|\\<collected\\>)",
23 replacement="collect") #\\>|\\<collective ??
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<combination\\>|\\<combining\\>|\\<combined\\>)",
26 replacement="combine")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "comes", replacement="come")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<communicate\\>|\\<communicating\\>|\\<communication\\
31 \\>|\\<communicative\\>|\\<communicators\\>)",
32 replacement="communicate") #\\>|\\<communities ??
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<communitybased\\>|\\<communities\\>)",
35 replacement="community")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "comparison", replacement="compare")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "completing\\>|\\<completion", replacement="complete")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<complexities\\>|\\<complexity\\>)",
42 replacement="complexity")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "components", replacement="component")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<comprised\\>|\\<comprises\\>)",
47 replacement="comprise")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "computers", replacement="computer")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<conceptualization\\>|\\<conceptualizing\\>|\\
52 \\<conceptualized\\>|\\<conceptually\\>|\\<conceptualize\\>|\\
53 \\<conceptions\\>|\\<conception\\>|\\<conceptual\\>|\\<concepts\\>)",
54 replacement="concept")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "(\\<concerning\\>|\\<concerned\\>|\\<concerns\\>)",
57 replacement="concern")
58
59
60

```



```

1
2
3 replacement="concern")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<concluding\\>|\\<conclusions\\>|\\<concluded\\>|\\
6 \\<conclude\\>)", replacement="conclusion")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "(\\<conducting\\>|\\<conducted\\>)",
9 replacement="conduct")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "(\\<confirmation\\>|\\<confirmed\\>)",
12 replacement="confirm")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "conflicts", replacement="conflict")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "conjectures", replacement="conjecture")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<connections\\>|\\<connection\\>|\\<connected\\>|\\
19 \\<connects\\>)", replacement="connect")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<consideration\\>|\\<considered\\>|\\<considers\\>)",
22 replacement="consider")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "(\\<consistently\\>|\\<consistency\\>)",
25 replacement="consistent")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<consists\\>|\\<consisted\\>|\\<consisting\\>)",
28 replacement="consist")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<constituted\\>|\\<constitutes\\>|\\<constituent\\>)",
31 replacement="constitute")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<constructing\\>|\\<constructive\\>|\\<construction\\
34 \\>|\\<constructed\\>|\\<constructs\\>)", replacement="construct")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "constructivist", replacement="constructivism")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<contexts'\\>|\\<contexts\\>|\\<context'\\>)",
39 replacement="context")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<context-sensitive'\\>|\\<contextualized\\>)",
42 replacement="contextual")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<continuously\\>|\\<continually\\>|\\<continuing\\>|\\
45 \\<continued\\>)", replacement="continue")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<conversational\\>|\\<conversations\\>)",
48 replacement="conversation")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "correctly", replacement="correct")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<creating\\>|\\<created\\>|\\<creates\\>)",
53 replacement="create")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "creativity", replacement="creative")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

pattern = "criteria", replacement="criterion")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "critically", replacement="critical")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<curricula\\>|\\<curricular\\>)",
replacement="curriculum")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<cyclical\\>|\\<cyclic\\>)", replacement="cycle")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "dealing", replacement="deal")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "debates", replacement="debate")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<decisionmaking\\>|\\<decisions\\>|\\<deciding\\>|\\
\\<decided\\>)", replacement="decision")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<deepened\\>|\\<deepening\\>|\\<deeper\\>|\\<deeply\\
\\>|\\<deepen\\>)", replacement="deep")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<definitions\\>|\\<defining\\>|\\<defined\\>)",
replacement="define") #ok?
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "degrees", replacement="degree")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<demonstration\\>|\\<demonstrated\\>|\\<demonstrating\\
\\>|\\<demonstrates\\>)", replacement="demonstrate")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<depending\\>|\\<dependence\\>|\\<dependent\\>|\\
\\<depends\\>)", replacement="depend")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<depiction\\>|\\<depicts\\>)", replacement="depict")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<descriptions\\>|\\<descriptively\\>|\\<description\\
\\>|\\<describing\\>|\\<described\\>|\\<describes\\>|\\<describe\\
\\>)", replacement="describe_ption")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<designing\\>|\\<designed\\>)", replacement="design")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "detailed", replacement="detail")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<detection\\>|\\<detecting\\>)", replacement="detect")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "determinate", replacement="determine")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<developmentally\\>|\\<developmental\\>|\\
\\<development\\>|\\<developing\\>|\\<developed\\>|\\<develops\\>)",
replacement="develop")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<johndewey\\>|\\<dewey1991p108\\>|\\<dewey1956pp47-48\\
\\>|\\<dewey1910\\>|\\<deweys\\>)", replacement="dewey")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<difference\\>|\\<differences\\>|\\<differ\\>)",
replacement="different")

```

```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "(\\<difficulty\\>|\\<dificult\\>)",
5 replacement="difficult")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<dimensions\\>)", replacement="dimension")
8
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<discipline\\>|\\<disciplines\\>)",
11 replacement="discipline")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "(\\<discoveries\\>|\\<discovering\\>|\\<discovery\\>)",
14 replacement="discover")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<discussed\\>|\\<discussing\\>|\\<discussions\\>|\\
17 <discussion\\>)", replacement="discuss")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<display\\>|\\<displaying\\>)", replacement="display")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<distinction\\>|\\<distinctions\\>)",
22 replacement="distinction")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "(\\<distinguish\\>|\\<distinguished\\>)",
25 replacement="distinguish")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<domain\\>|\\<domains\\>|\\<domainspecific\\>)",
28 replacement="domain")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<drawings\\>|\\<drawing\\>|\\<drawn\\>|\\<draws\\>)",
31 replacement="draw")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<earlier\\>|\\<early\\>)", replacement="early")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<easier\\>|\\<easily\\>)", replacement="easy")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "(\\<educated\\>|\\<educational\\>|\\<education\\>|\\
38 <educative\\>)", replacement="education")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "(\\<effectively\\>|\\<effectiveness\\>|\\<effective\\>|\\
41 <effected\\>|\\<effects\\>)", replacement="effect")
42
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<elaborated\\>|\\<elaborating\\>|\\<elaboration\\>)",
45 replacement="elaborate")
46
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<embedded\\>|\\<embedding\\>|\\<embeds\\>)",
49 replacement="embed")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<emergent\\>|\\<emerges\\>|\\<emerging\\>)",
52 replacement="emerge")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<emphasise\\>|\\<emphasized\\>|\\<emphasizes\\>|\\
55 <emphasizing\\>|\\<emphasis\\>)", replacement="emphasize")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<employed\\>|\\<employing\\>)", replacement="employ")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<enables\\>|\\<enabling\\>)", replacement="enable")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<encouraged encourages\\>|\\<encouraging\\>)",
8 replacement="encourage")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<engaged engagement\\>|\\<engages\\>|\\<engaging\\>)",
11 replacement="engage")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "ends", replacement="end")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "(\\<enhancements\\>|\\<enhancing\\>)",
16 replacement="enhance")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<entities\\>)", replacement="entity")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "(\\<environments\\>|\\<environments\\>)",
21 replacement="environment")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<epistemologically\\>|\\<epistemological\\>)",
24 replacement="epistemic")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<established\\>|\\<establishing\\>)",
27 replacement="establish")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "(\\<evaluated\\>|\\<evaluating\\>|\\<evaluations\\>|\\
30 \\<evaluation\\>)", replacement="evaluate")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "eshachfried2005p327", replacement="eshachfried2005")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<examined\\>|\\<examines\\>|\\<examining\\>)",
35 replacement="examine")
36
37
38
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "(\\<expansion\\>)", replacement="expand")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<experiences\\>)", replacement="experience")#|\\
43 \\<experiential\\>
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<experimental\\>|\\<experimentation\\>|\\
46 \\<experimenting\\>|\\<experimented\\>|\\<experiments\\>)",
47 replacement="experiment")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<explained\\>|\\<explaining\\>|\\<explains\\>)",
50 replacement="explain")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<explanations\\>|\\<explanatory\\>)",
53 replacement="explanation")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<explicitly\\>)", replacement="explicit")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57 pattern = "(\\<explorations\\>|\\<exploration\\>|\\<exploratory\\>|\\
58 \\<explored\\>|\\<exploring\\>|\\<explores\\>)",
59
60

```

```

1      replacement="explore")
2
3      allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4      pattern = "(\\<expressed\\>|\\<expressing\\>|\\<expression\\>)",
5      replacement="express")
6
7      allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8      pattern = "(\\<extended\\>|\\<extending\\>|\\<extends\\>)",
9      replacement="extend")
10
11     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12     pattern = "(\\<facilitated\\>|\\<facilitates\\>|\\<facilitating\\>|\\
13     \\<facilitators\\>|\\<facilitator\\>)", replacement="facilitate")
14
15     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16     pattern = "(\\<facts\\>|\\<factual\\>)", replacement="fact")
17
18     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19     pattern = "(\\<familiar\\>|\\<family\\>)", replacement="family")
20
21     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22     pattern = "(\\<features\\>)", replacement="feature")
23
24     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25     pattern = "(\\<floating\\>)", replacement="float")
26
27     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28     pattern = "(\\<foci\\>|\\<focused\\>|\\<focuses\\>|\\<focusing\\>)",
29     replacement="focus")
30
31     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32     pattern = "(\\<followed\\>|\\<following\\>)", replacement="follow")
33
34     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35     pattern = "(\\<forms\\>)", replacement="form")
36
37     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38     pattern = "(\\<formally\\>)", replacement="formal")
39
40     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41     pattern = "(\\<formats\\>)", replacement="format")
42
43     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44     pattern = "(\\<formulating\\>|\\<formulation\\>)",
45     replacement="formulate")
46
47     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48     pattern = "(\\<framed\\>|\\<frames\\>)", replacement="frame")
49
50     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51     pattern = "(\\<frameworks\\>)", replacement="framework")
52
53     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54     pattern = "(\\<freedom\\>)", replacement="free")
55
56     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57     pattern = "(\\<french2004p147\\>)", replacement="french2004")
58
59     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
60     pattern = "(\\<fully\\>)", replacement="full")
61
62     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
63     pattern = "(\\<functioning\\>|\\<functions\\>)",
64     replacement="function")
65
66     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
67     pattern = "(\\<gained\\>|\\<gaining\\>)", replacement="gain")
68
69     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
70     pattern = "(\\<gathering\\>)", replacement="gather")
71
72     allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),

```

```

1
2
3 pattern = "(\\<generalization\\>|\\<generalizing\\>)",
4 replacement="general")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "(\\<generated\\>|\\<generates\\>|\\<generatingd\\>|\\
7 \\<generating\\>)", replacement="generate")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "(\\<get\\>)", replacement="get")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "(\\<gave\\>|\\<given\\>|\\<gives\\>|\\<giving\\>)",
12 replacement="give")
13
14
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<goal-orientated\\>|\\<goals\\>|\\<goaloriented\\>)",
17 replacement="goal")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<grades\\>)", replacement="grade")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<grain'\\>|\\<grained\\>)", replacement="grain")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<greater\\>|\\<greatly\\>)", replacement="great")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<grounds\\>)", replacement="grounded")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<grouped\\>|\\<groups\\>)", replacement="group")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "(\\<guidance\\>|\\<guided\\>|\\<guidelines\\>|\\<guides\\
30 \\>|\\<guiding\\>)", replacement="guide")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<higher\\>|\\<highly\\>)", replacement="high")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<hypotheses\\>|\\<hypothesizing\\>|\\<hypothesized\\
35 \\>)", replacement="hypothesis")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "(\\<ideas\\>)", replacement="idea")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "(\\<identifiable\\>|\\<identification\\>|\\<identified\\
40 \\>|\\<identifying\\>|\\<identifies\\>)", replacement="identify")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<implies\\>)", replacement="imply")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<importance\\>)", replacement="important")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<included\\>|\\<includes\\>|\\<including\\>|\\
47 \\<inclusion\\>)", replacement="include")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<incorporates\\>|\\<incorporation\\>)",
50 replacement="incorporate")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<increased\\>|\\<increases\\>|\\<increasing\\>|\\
53 \\<increasingly\\>)", replacement="increase")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<independence\\>|\\<independently\\>)",
56 replacement="independent")
57 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
58
59
60

```

```

1
2
3 pattern = "(\\<indicated\\>|\\<indicates\\>)",
4 replacement="indicate")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "(\\<individual's\\>|\\<individuals\\>)",
7 replacement="individual")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "(\\<inferences\\>|\\<inference\\>|\\<inferring\\>)",
10 replacement="infer")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<influenced\\>|\\<influential\\>)",
13 replacement="influence")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "(\\<informative\\>|\\<informed\\>)",
16 replacement="inform")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<initially\\>)", replacement="initial")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "(\\<initiating\\>)", replacement="initiate")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "(\\<inquirer\\>|\\<inquiries\\>|\\<inquiring\\>|\\
23 \\<inquirybased\\>)", replacement="inquiry")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<inspired\\>|\\<inspiring\\>)", replacement="inspire")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<instances\\>)", replacement="instance")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "(\\<instructional\\>|\\<instructionally\\>|\\
30 \\<instructions\\>)", replacement="instruction")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<integrated\\>|\\<integrating\\>|\\<integration\\>)",
33 replacement="integrate")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<intentionally\\>|\\<intentions\\>|\\<intended\\>)",
36 replacement="intent")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<interacting\\>|\\<interactions\\>|\\<interact\\>|\\
39 \\<interacted\\>)", replacement="interaction")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<interpretively\\>|\\<interpretations\\>|\\
42 \\<interpretation\\>|\\<interpreted\\>|\\<interpreting\\>|\\
43 \\<interprets\\>)", replacement="interpret")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<introduced\\>|\\<introduces\\>|\\<introducing\\>|\\
46 \\<introduction\\>)", replacement="introduce")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<investigating\\>|\\<investigations\\>|\\
49 \\<investigation\\>|\\<investigated\\>)", replacement="investigate")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<involved\\>|\\<involves\\>|\\<involving\\>)",
52 replacement="involve")
53
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<judging\\>|\\<judgments\\>)", replacement="judge")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```



```

1
2
3 pattern = "(\\<kindergarteners\\>|\\<kindergartners\\>)",
4 replacement="kindergartener")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "(\\<kinds\\>)", replacement="kind")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "(\\<knew\\>|\\<knowing\\>|\\<known\\>|\\<knows\\>|\\
9 \\<knowledgeable\\>)", replacement="know") #but not knowledge,
10 because different connotation.
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<labs\\>)", replacement="laboratory")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "(\\<larger\\>)", replacement="large")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<leading\\>|\\<leads\\>)", replacement="lead")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<learn\\>|\\<learned\\>|\\<learning\\>)",
19 replacement="learn")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<learners\\>|\\<learners'\\>)", replacement="learner")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<lesser\\>)", replacement="less")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<lessons\\>)", replacement="lesson")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<levels\\>)", replacement="level")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "(\\<listening\\>|\\<listens\\>)", replacement="listen")
30 #allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
31 pattern = "(\\<living-nonliving\\>|\\<living\\>)", replacement=" ")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<locally\\>)", replacement="local")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<located\\>|\\<locations\\>)", replacement="location")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "(\\<logical\\>|\\<logically\\>)", replacement="logical")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "(\\<longer\\>)", replacement="longterm")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<looking\\>|\\<looked\\>)", replacement="look")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "(\\<losing\\>)", replacement="lose")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<major\\>|\\<majors\\>)", replacement="major") #HMMM
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<makes\\>|\\<making\\>)", replacement="make")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<manageable\\>)", replacement="manage")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<manifest\\>|\\<manifested\\>)",
52 replacement="manifest")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<manipulating\\>|\\<manipulate\\>)",
55 replacement="manipulation")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57 pattern = "(\\<manipulating\\>|\\<manipulate\\>)",
58 replacement="manipulation")
59 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
60

```

```

1
2
3 pattern = "(\\<map\\>|\\<mapping\\>)", replacement="map")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<master\\>|\\<mastery\\>)", replacement="master")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<material\\>|\\<materials\\>)",
8 replacement="material")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<mathematically\\>|\\<mathematics\\>|\\<mathematic\\>|
11 \\<math\\>)", replacement="mathematical")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "(\\<meaning'\\>|\\<meaningful\\>|\\<meaningfully\\>|\\
14 \\<meanings\\>|\\<mean\\>)", replacement="meaning")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<measuring\\>|\\<measured\\>|\\<measurements\\>|\\
17 \\<measure\\>)", replacement="measurement")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<members\\>|\\<membership\\>)", replacement="member")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<mental\\>|\\<mentally\\>)", replacement="mental")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<method\\>|\\<methods\\>)", replacement="method")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<midwest\\>|\\<midwestern\\>)", replacement="midwest")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<model\\>|\\<modelbased\\>|\\<modeling\\>|\\
28 \\<modelling\\>|\\<models\\>)", replacement="model")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<modified\\>|\\<modify\\>|\\<modifying\\>)",
31 replacement="modify")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<moment\\>|\\<moments\\>)", replacement="moment")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<movements\\>|\\<moves\\>|\\<moving\\>)",
36 replacement="move")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<mutual\\>|\\<mutually\\>)", replacement="mutual")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "(\\<natural\\>|\\<naturally\\>)", replacement="natural")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<necessarily\\>)", replacement="necessary")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<needed\\>|\\<needs\\>)", replacement="need")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<newfound\\>)", replacement="new")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<normative\\>|\\<norms\\>)", replacement="norm")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "(\\<noted\\>|\\<notes\\>)", replacement="note")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<notions\\>)", replacement="notion")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<numbers\\>|\\<numeracy\\>|\\<numerical\\>)",
55 replacement="number") #HMMM
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<objects\\>|\\<objects'\\>)", replacement="object")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<observations\\>|\\<observational data\\>)",
6 replacement="observation")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "(\\<observed\\>|\\<observes\\>|\\<observing\\>)",
9 replacement="observe")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "(\\<obtaining\\>)", replacement="obtain")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "(\\<operates\\>)", replacement="operate")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "(\\<opportunities\\>)", replacement="opportunity")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<organized\\>|\\<organizing\\>)",
18 replacement="organize")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "(\\<orientated\\>|\\<orientation\\>|\\<oriented\\>)",
21 replacement="orient")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<original\\>|\\<originally\\>)",
24 replacement="original")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<others'\\>)", replacement="others")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<outcomes\\>)", replacement="outcome")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<overarching\\>)", replacement="overall")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<participating\\>|\\<participation\\>|\\
33 \\<participatory\\>)", replacement="participate")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<participants\\>)", replacement="participant")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "(\\<particularly\\>)", replacement="particular")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "(\\<partnerships\\>|\\<partnerships\\>|\\<partners\\>)",
40 replacement="partner")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<paths\\>|\\<pathway\\>)", replacement="path")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<patterns\\>)", replacement="pattern")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<pedagogical\\>|\\<pedagogically\\>)",
47 replacement="pedagogy")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<pedagogies\\>|\\<pedagogy\\>)",
50 replacement="pedagogy")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<perceive\\>|\\<perceived\\>)",
53 replacement="perceive")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<periods\\>)", replacement="period")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<personally\\>)", replacement="personal")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<perspectives\\>)", replacement="perspective")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<phase1\\>|\\<phase2\\>|\\<phase3\\>|\\<phases\\>)",
8 replacement="phase")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<phenomena\\>)", replacement="phenomenon")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<photography\\>)", replacement="photo")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "(\\<phrased\\>|\\<phrases\\>)", replacement="phrase")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<physically\\>)", replacement="physical")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<pictures\\>)", replacement="picture")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "(\\<place\\>|\\<placed\\>|\\<places\\>)",
21 replacement="place")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<plans\\>|\\<planned\\>|\\<planning\\>)",
24 replacement="plan")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<plant\\>|\\<plants\\>)", replacement="plant")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<playbased\\>|\\<plays\\>)", replacement="play")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<pointed\\>|\\<points\\>)", replacement="point")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<posed\\>)", replacement="pose")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<powerfully\\>)", replacement="powerful")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "(\\<practiced\\>|\\<practices\\>|\\<practicum\\>)",
37 replacement="practice")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "(\\<predicted\\>|\\<predicting\\>|\\<prediction\\>|\\
40 \\<predictions\\>)", replacement="predict")
41 #allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<prediction\\>|\\<predictions\\>)",
43 replacement="predict")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<preparation\\>|\\<prepared\\>|\\<preparing\\>)",
46 replacement="prepare")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<preprimarylevel\\>|\\<kindergarten\\>)",
49 replacement="kindergarten")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<preschool\\>|\\<preschoolers\\>|\\<preschoolers'\\>|\\
52 \\<kindergartner\\>)", replacement="kindergartener")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<present\\>|\\<presented\\>|\\<presenting\\>|\\
55 \\<presents\\>|\\<presentation\\>)", replacement="present") #
56 different meanings possible?
57
58
59
60

```

```

1
2
3
4 #allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<primarily\\>|\\<firsthand\\>|\\<first\\>)",
6 replacement="prime")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "(\\<principles\\>)", replacement="principle")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<problems\\>)", replacement="problem")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<problembased\\>)", replacement="problemsolving")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "(\\<procedures\\>|\\<procedural\\>)",
15 replacement="procedure")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<process-ask\\>|\\<processes\\>)",
18 replacement="process")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "(\\<production\\>|\\<productive\\>|\\<producing\\>|\\
21 \\<produce\\>|\\<products\\>)", replacement="product") #HMMM
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<proficiency\\>|\\<proficient\\>)",
24 replacement="proficient")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<program\\>|\\<programme\\>)", replacement="program")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<progression\\>|\\<progressively\\>|\\<progressed\\>|\\
29 \\<progress\\>)", replacement="progression") #not as in learning
30 progression?
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<projectbased\\>|\\<projects\\>)",
33 replacement="project")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<promote\\>|\\<promotes\\>|\\<promotion\\>)",
36 replacement="promote")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<proposed\\>|\\<proposing\\>|\\<propos\\>)",
39 replacement="propose")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<provided\\>|\\<provides\\>|\\<providing\\>)",
42 replacement="provide")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<provocateurs\\>)", replacement="provocateur")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<putting\\>)", replacement="put")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<queries\\>)", replacement="query")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "(\\<questioning\\>|\\<questions\\>|\\<questioned\\>)",
51 replacement="question")
52 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
53 pattern = "(\\<raising\\>)", replacement="raise")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<ranging\\>)", replacement="range")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<reached\\>)", replacement="reach")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<realistic\\>|\\<reality\\>)", replacement="real")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<realworld\\>)", replacement="reallife")
8
9
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "(\\<recognition\\>|\\<recognizing\\>|\\<recognize\\>)",
12 replacement="recognise")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "(\\<recommendations\\>|\\<recommended\\>|\\<recommends\\
15 \\>)", replacement="recommend")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<reconstructing\\>)", replacement="reconstruct")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<recorded\\>|\\<recording\\>)", replacement="record")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<referring\\>|\\<refers\\>)", replacement="refer")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<refined\\>|\\<refining\\>)", replacement="refine")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<reflecting\\>|\\<reflections\\>|\\<reflection\\>|\\
26 \\<reflects\\>|\\<reflected\\>)", replacement="reflect")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<regarding\\>|\\<regarded\\>)", replacement="regard")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<reinforced\\>|\\<reinforcement\\>|\\<reinforcing\\
31 \\>)", replacement="reinforce")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<relating\\>|\\<related\\>|\\<relates\\>)",
34 replacement="relate")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "(\\<relationbased\\>)", replacement="relation")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<relationship\\>|\\<relationships\\>|\\<relations\\
39 \\>)", replacement="relation")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<relevant\\>)", replacement="relevance")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "(\\<relies\\>|\\<relying\\>)", replacement="rely")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<repeatedly\\>|\\<repeated\\>)", replacement="repeat")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<reported\\>|\\<reporting\\>)", replacement="report")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<representing\\>|\\<representations\\>)",
50 replacement="represent")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<representational\\>)", replacement="representation")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<requires\\>|\\<requiring\\>|\\<requirement\\>|\\
55 \\<requisite\\>)", replacement="require")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57 pattern = "(\\<researchers\\>|\\<researcher\\>)",
58
59
60

```

```

1
2
3 replacement="researcher") #HMMM
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "\\<researching\\>", replacement="research") #HMMM
6
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "\\<resources\\>", replacement="resource")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "\\<respected\\>", replacement="respect")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "\\<responds\\>|\\<response\\>", replacement="respond")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<results\\>", replacement="result")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "\\<reviewed\\>|\\<reviewing\\>", replacement="review")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "\\<revising\\>", replacement="revise")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<roles\\>", replacement="role")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<scaffolded\\>|\\<scaffolding\\>|\\<scaffolds\\>",
23 replacement="scaffold")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "\\<schools\\>", replacement="school")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "\\<sciencerelated\\>|\\<sciences\\>|\\<scientific\\>|\\
28 \\<scientifically\\>", replacement="science") #HMMMM
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<scientists\\>", replacement="scientist")
31 #allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "\\<second\\>|\\<secondary\\>", replacement=" ") #HMMM
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "\\<seeking\\>|\\<seeks\\>", replacement="seek")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<seemed\\>|\\<seems\\>", replacement="seem")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "\\<selected\\>|\\<selecting\\>|\\<selectively\\>|\\
39 \\<selection\\>", replacement="select")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "\\<sensemaking\\>", replacement="sense")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "\\<sequencing\\>|\\<sequentially\\>|\\<sequential\\>",
44 replacement="sequence")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "\\<serves\\>|\\<serving\\>", replacement="serve")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "\\<sessions\\>", replacement="session")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "\\<sets\\>", replacement="set")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<settings\\>", replacement="setting")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "\\<shaped\\>|\\<shaping\\>", replacement="shape")
55
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57
58
59
60

```



```
pattern = "(\\<shifts\\>|\\<shifting\\>)", replacement="shift")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<shows\\>|\\<showed\\>|\\<shown\\>|\\<showing\\>)",
replacement="show")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<similarities\\>|\\<similarly\\>)",
replacement="similar")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<simply\\>)", replacement="simple")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<simulated\\>|\\<simulations\\>|\\<simulate\\>)",
replacement="simulation")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<sinking\\>)", replacement="sink")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<situated\\>|\\<situating\\>)", replacement="situate")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<situations\\>)", replacement="situation")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<skills\\>)", replacement="skill")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<smaller\\>)", replacement="small")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<solely\\>)", replacement="sole")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<solutions\\>)", replacement="solution")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<solving\\>)", replacement="solve")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<sources\\>)", replacement="source")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<specification\\>|\\<specified\\>|\\<specifying\\>)",
replacement="specify") #HMMM
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<stages\\>)", replacement="stage")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<started\\>|\\<starting\\>|\\<starts\\>)",
replacement="start")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<statement\\>|\\<statements\\>|\\<states\\>|\\<stated\\>)",
replacement="state")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<step1\\>|\\<step2\\>|\\<step3\\>|\\<step4\\>|\\<steps\\>|\\<step\\>)",
replacement="phase") #HMMMM CHECK THIS OUT!!
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<stimulated\\>|\\<stimulating\\>|\\<stimuli\\>)",
replacement="stimulate") #HMMMM
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<stories\\>)", replacement="story")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<strongly\\>)", replacement="strong")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<structural\\>|\\<structured\\>|\\<structures\\>|\\
```

```

1  \<structuring\>", replacement="structure")
2
3  allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4  pattern = "\\<studentcentered\\>|\\<studentdirected\\>",
5  replacement="studentcentred")
6
7  allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8  pattern = "\\<students\\>", replacement="student")
9
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "\\<studied\\>|\\<studies\\>", replacement="study")
12
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<subjects\\>", replacement="subject")
15
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "\\<subsequently\\>", replacement="subsequent")
18
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<suggested\\>", replacement="suggest")
21
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "\\<summarized\\>|\\<summarizes\\>|\\<summarizing\\>|\\
24 \\<summary\\>", replacement="summarize")
25
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "\\<supported\\>|\\<supporting\\>|\\<supports\\>|\\
28 \\<supportive\\>", replacement="support")
29
30 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
31 pattern = "\\<surrounding\\>|\\<surrounds\\>",
32 replacement="surround")
33
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "\\<systematically\\>", replacement="systematic")
36
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "\\<taken\\>|\\<takes\\>|\\<taking\\>|\\<took\\>",
39 replacement="take")
40
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "\\<talked\\>|\\<talking\\>", replacement="talk")
43
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "\\<targeted\\>|\\<targeting\\>|\\<targets\\>",
46 replacement="target")
47
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "\\<tasks\\>", replacement="task")
50
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<coteacher\\>|\\<teacher's\\>|\\<teachers\\>|\\
53 \\<teaching\\>", replacement="teacher")
54
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "\\<technological\\>|\\<technologies\\>",
57 replacement="technology")
58
59 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
60 pattern = "\\<terms\\>|\\<terminology\\>", replacement="term")
61
62 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
63 pattern = "\\<testing\\>|\\<tested\\>|\\<tests\\>",
64 replacement="test")
65
66 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
67 pattern = "\\<thoughts\\>", replacement="thought")
68
69 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
70 pattern = "\\<topics\\>|\\<topical\\>", replacement="topic")
71
72 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),

```

```

1
2
3 pattern = "(\\<tracked\\>|\\<tracking\\>)", replacement="track")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<transformations\\>)", replacement="transformation")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<translated\\>|\\<translates\\>)",
8 replacement="translate")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<type\\>|\\<types\\>)", replacement="type")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<typically\\>)", replacement="typical")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "(\\<understanding\\>|\\<understandings\\>|\\<understood\\>|\\>)", replacement="understand")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<units\\>)", replacement="unit")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<universityschool\\>)", replacement="university")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "(\\<unlikely\\>|\\<unlikely\\>)", replacement="unlikely")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "(\\<used\\>|\\<uses\\>|\\<using\\>)", replacement="use")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "(\\<varieties\\>)", replacement="variety")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<verbalization\\>|\\<verbally\\>)",
27 replacement="verbal")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "(\\<viewed\\>|\\<viewing\\>|\\<views\\>)",
30 replacement="view")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<way\\>|\\<ways\\>)", replacement="way")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<word\\>|\\<words\\>)", replacement="word")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "(\\<working\\>|\\<works\\>)", replacement="work")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<writing\\>|\\<writings\\>|\\<written\\>)",
39 replacement="write")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<yearold\\>|\\<years\\>)", replacement="year")
42
43 ##Specific for empirical
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<abilities\\>)", replacement="ability")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<acorns\\>)", replacement="acorn")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<adaptation\\>|\\<adapted\\>)", replacement="adapt")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<adopted\\>|\\<adopts\\>)", replacement="adopt")
52 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
53 pattern = "(\\<advanced\\>)", replacement="complex")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<affecting\\>|\\<affects\\>)", replacement="affect")
56
57
58
59
60

```

```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "\\<affordances\\>|\\<affords\\>", replacement="afford")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "\\<amounts\\>", replacement="amount")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "\\<animals\\>", replacement="animal")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "\\<ants\\>", replacement="ant")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "\\<eating\\>|\\<eaten\\>|\\<ate\\>", replacement="eat")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<approached\\>", replacement="approach")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "\\<areas\\>", replacement="area")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "\\<artistic\\>|\\<artworks\\>|\\<artwork\\>|\\<arts\\>", replacement="art")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<asked\\>", replacement="ask")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<assessments\\>|\\<assessment\\>|\\<assessed\\>|\\<assesses\\>", replacement="assess")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "\\<assistance\\>", replacement="assist")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "\\<assuming\\>|\\<assumed\\>", replacement="assume")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "\\<attributions\\>|\\<attributes\\>", replacement="attribute")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<bags\\>", replacement="bag")
31
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "\\<bands\\>", replacement="band")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "\\<beans\\>", replacement="bean")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "\\<bears\\>", replacement="bear")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "\\<began\\>|\\<begun\\>", replacement="begin")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "\\<behaviours\\>|\\<behaviour\\>|\\<behave\\>", replacement="behavior")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "\\<bigger\\>", replacement="big")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "\\<birds\\>", replacement="bird")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "\\<blocks\\>", replacement="block")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "\\<boards\\>", replacement="board")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "\\<boiling\\>|\\<boiled\\>", replacement="boil")
52 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
53

```

```

1
2
3 pattern = "(\\<boxes\\>)", replacement="box")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<boys\\>)", replacement="boy")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<bringing\\>|\\<brought\\>)", replacement="bring")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "(\\<broken\\>|\\<broke\\>)", replacement="break")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "(\\<buckets\\>)", replacement="bucket")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "(\\<building\\>|\\<build\\>)", replacement="built")
14 #building not used as in 'house' but as the action of building
15 something
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<butterflies\\>)", replacement="butterfly")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<called\\>)", replacement="call")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<captured\\>)", replacement="capture")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<capitalized\\>)", replacement="capitalize")
24
25
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<cartoonish\\>|\\<cartoonlike\\>|\\<cartoons\\>)",
28 replacement="cartoon")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<carvers\\>)", replacement="carver")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<cases\\>)", replacement="case")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<causal\\>)", replacement="cause")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "(\\<centers\\>)", replacement="center")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<checking\\>|\\<checked\\>)", replacement="check")
39
40
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<chicks\\>)", replacement="chick")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<clarifications\\>)", replacement="clarification")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<clips\\>)", replacement="clip")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<cleaning\\>)", replacement="clean")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "(\\<closely\\>|\\<closeness\\>)", replacement="close")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<clouds\\>)", replacement="cloud")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<coding\\>|\\<codes\\>)", replacement="code")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "(\\<collaboration\\>|\\<collaborate\\>)",
57 replacement="collaborative") # Is this ok? \\<collective\\>|
58 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
59
60

```

```

1
2
3 pattern = "(\\<collects\\>)", replacement="collect")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<colouring\\>|\\<coloured\\>|\\<coloring\\>|\\<colour\\
6 \\>|\\<colored\\>|\\<colors\\>)", replacement="color") # Is this ok?
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "(\\<coming\\>)", replacement="come")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<comments\\>)", replacement="comment")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<communitys\\>)", replacement="community")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "(\\<compared\\>|\\<compares\\>)", replacement="compare")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "(\\<competencies\\>)", replacement="competence")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "(\\<compressing\\>|\\<compressed\\>)",
19 replacement="compress")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<computertablets\\>)", replacement="computer")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<containers\\>)", replacement="container")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<contextualize\\>|\\<contextually\\>|\\<contextual\\>|
26 \\<contextensitive\\>)", replacement="contextual")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<continues\\>)", replacement="continue")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<contrasting\\>|\\<contrasted\\>)",
31 replacement="contrast")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<contributions\\>)", replacement="contribute") #Ok?
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<controlled\\>|\\<controls\\>)",
36 replacement="control")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<correspondence\\>|\\<corresponding\\>)",
39 replacement="correspond")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<counting\\>|\\<counts\\>)", replacement="count")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "(\\<countries\\>|\\<counts\\>)", replacement="country")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<covering\\>)", replacement="covered")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<cubes\\>)", replacement="cube")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<culturally\\>|\\<cultural\\>)",
50 replacement="culture")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<cups\\>)", replacement="cup")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<cutouts\\>)", replacement="cutout")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "(\\<debriefings\\>)", replacement="debrief")
57
58
59
60

```

```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "\\<demanding\\>", replacement="demand")
5
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "\\<details\\>", replacement="detail")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "\\<dialogic\\>", replacement="dialogue")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "\\<differentiating\\>", replacement="differentiate")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "\\<dinosaurs\\>", replacement="dinosaur")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "\\<discursive\\>", replacement="discourse")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "\\<distributed\\>|\\<distributing\\>",
18 replacement="distribute")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<dispersal\\>", replacement="disperse")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<displayed\\>", replacement="display")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "\\<document\\>", replacement="documenting") #In this
25 corpus these two forms relate to children documenting
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "\\<drinks\\>", replacement="drink")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "\\<driving\\>|\\<driven\\>", replacement="drive")
30 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
31 pattern = "\\<drew\\>", replacement="draw")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "\\<drops\\>", replacement="drop")#as in pellet, not the
34 verb
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<dynamically\\>", replacement="dynamic")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "\\<eagerness\\>|\\<eagerly\\>", replacement="dynamic")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "\\<earths\\>|\\<earthlets\\>", replacement="earth")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "\\<eggs\\>", replacement="egg")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "\\<electrical\\>|\\<electricity\\>",
45 replacement="electric")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "\\<elements\\>", replacement="element")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "\\<elicitation\\>|\\<elicited\\>|\\<eliciting\\>",
50 replacement="elicit")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<ellie\\>", replacement="study_child")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "\\<emerged\\>", replacement="emerge")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "\\<empirically\\>", replacement="empirical")
57
58
59
60

```

```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "\\<enabled\\>", replacement="enable")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "\\<enactments\\>|\\<act\\>", replacement="enactment")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "\\<encouraged\\>", replacement="encourage")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "\\<ended\\>", replacement="end")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "\\<energy1\\>|\\<energy-a\\>", replacement="energy")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<engagement\\>|\\<engaged\\>", replacement="engage")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "\\<enhanced\\>", replacement="enhance")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "\\<enquiry\\>", replacement="inquiry")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<epistemology\\>", replacement="epistemic")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<essentially\\>", replacement="essential")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "\\<evaporation\\>", replacement="evaporate")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "\\<events\\>", replacement="event")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "\\<examples\\>", replacement="example")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<excerpts\\>", replacement="excerpt")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "\\<existence\\>|\\<existing\\>", replacement="exist")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "\\<feeders\\>", replacement="feeder")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<filip\\>", replacement="study_child")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "\\<filling\\>|\\<filled\\>", replacement="fill")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "\\<finds\\>", replacement="find")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "\\<finally\\>", replacement="final")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "\\<fingerprints\\>", replacement="fingerprint")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "\\<firstgrade\\>", replacement="primary")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "\\<flew\\>", replacement="fly")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "\\<flowers\\>", replacement="flower")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<follows\\>", replacement="follow")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "\\<foods\\>", replacement="food")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "\\<forces\\>", replacement="force")
57
58
59
60

```



```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "\\<format\\>", replacement="form")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "\\<fostered\\>", replacement="foster")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "\\<fourphase\\>", replacement="four phase")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "\\<fivephase\\>", replacement="five phase")
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "\\<fourth\\>", replacement="four")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<freely\\>", replacement="free")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "\\<frequencies\\>", replacement="frequency")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "\\<frequently\\>", replacement="frequent")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<frida\\>", replacement="student_child")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<functionality\\>", replacement="function")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "\\<gamelike\\>|\\<games\\>", replacement="game")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "\\<gardening\\>|\\<gardens\\>", replacement="garden")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "\\<gathered\\>", replacement="gather")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<gauging\\>", replacement="gauge")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "\\<gauging\\>", replacement="gauge")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "\\<gauging\\>", replacement="gauge")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<generally\\>|\\<generalized\\>",
37 replacement="general")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "\\<gets\\>", replacement="get")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "\\<ginas\\>|\\<gina\\>", replacement="example_child")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "\\<girls\\>", replacement="girl")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "\\<got\\>", replacement="get")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "\\<gravitational\\>", replacement="gravity")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "\\<group-togroup\\>|\\<smallgroup\\>|\\<wholegroup\\>",
50 replacement="group")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<growing\\>|\\<growth\\>", replacement="grow")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "\\<habitats\\>", replacement="habitat")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "\\<hairy\\>", replacement="hair")
57 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
58 pattern = "\\<hands\\>", replacement="hand")
59
60

```

```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "\\<hanna\\>", replacement="study_child")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "\\<hannah\\>", replacement="study_teacher")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "\\<happened\\>|\\<happening\\>|\\<happens\\>",
9 replacement="happen")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "\\<helped\\>|\\<helpful\\>|\\<helps\\>",
12 replacement="help")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<holes\\>", replacement="hole")
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "\\<homes\\>", replacement="home")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "\\<humans\\>", replacement="human")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<illustration\\>|\\<illustrating\\>|\\<illustrates\\
21 \\>", replacement="illustrate")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "\\<images\\>", replacement="image")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "\\<imagining\\>|\\<imaginary\\>",
26 replacement="imagination")
27
28
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<implementation\\>|\\<implemented\\>|\\<implementing\\
31 \\>|\\<implements\\>", replacement="implement")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "\\<improved\\>", replacement="improve")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "\\<impulses\\>", replacement="impuls")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "\\<inclines\\>", replacement="incline")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "\\<indoors\\>", replacement="indoor")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "\\<ingredients\\>", replacement="ingredient")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "\\<intuitions\\>|\\<intuitively\\>",
44 replacement="intuition")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "\\<invited\\>|\\<invites\\>", replacement="invite")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "\\<invoked\\>", replacement="invoke")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "\\<issues\\>", replacement="issue")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<items\\>", replacement="item")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "\\<journaling\\>|\\<journals\\>",
55 replacement="journal")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57 pattern = "\\<keeping\\>|\\<kept\\>", replacement="keep")
58
59
60

```

```

allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<largest\\>", replacement="large")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<larvaes\\>", replacement="larvae")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<layered\\>|\\<layers\\>", replacement="layer")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<lead\\>|\\<led\\>", replacement="leadership")
#The issue of leaves, leaving, and left. In excerpts, forms of the
verbe "to leave" where changed to "leaving". Leaves as in plant
material was not changed. Left as in non-rigt was unchanged.
#This changes were done directly in excerpts after reading the
context.
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<lets\\>", replacement="let")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<lifted\\>|\\<lifting\\>", replacement="lift") #as in
the action of raising the potential energy of an object, not the
object of transportation
#light as in not heavy changed to non_heavy, light as physical
phenomenon kept, in light of -> in_light_of. Changed directly in
excerpts.
#like split into like (as likeness) and like (as an affective verb
-> like_affect)
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<likewise\\>", replacement="like")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<limited\\>|\\<limits\\>", replacement="limit")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<liquids\\>", replacement="liquid")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<long\\>", replacement="longterm")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<lower\\>", replacement="low")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<mapped\\>", replacement="map") #as in the action
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<maximally\\>", replacement="maximal") #interesting
use...
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<mealworms\\>", replacement="mealworm")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<mechanized\\>", replacement="mechanical")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<meetings\\>", replacement="meeting")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<melted\\>", replacement="melting")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<metacognitive\\>", replacement="metacognition")
#met as in had a meeting changed directly in excerpts.
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<methodological\\>", replacement="methodology")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<midjune\\>|\\<midjanuary\\>",

```

```

1 replacement="study_month")
2
3 #min as in minutes changes directly in excerpts. Always
4 [number]_minute, as in 20_minute
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "\\<mixed\\>", replacement="mixing") #as in mixing
7 materials together.
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "\\<moles\\>", replacement="mole") #as in the animal not
10 the number
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "\\<motioning\\>", replacement="motioned")
13 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
14 pattern = "\\<motivate\\>|\\<motivating\\>",
15 replacement="motivation")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "\\<mounted\\>", replacement="mount") #as in mounting
18 something on a case
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<moved\\>|\\<movement\\>", replacement="move")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<movies\\>", replacement="movie")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "\\<nearby\\>", replacement="near")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "\\<nests\\>", replacement="nest")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "\\<newtonian\\>", replacement="newton")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<noises\\>", replacement="noise")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "\\<noticed\\>", replacement="notice")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "\\<objectives\\>", replacement="objective")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<obtained\\>", replacement="obtain")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "\\<occurred\\>|\\<occurs\\>", replacement="occur")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "\\<offered\\>", replacement="offer")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "\\<older\\>|\\<olds\\>", replacement="old")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "\\<opened\\>", replacement="open")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "\\<operating\\>", replacement="operate")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "\\<orders\\>", replacement="order") #as in putting
49 things in order
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "\\<organising\\>|\\<organised\\>|\\<organisational\\>|\\<organize\\>", replacement="organise")
52 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
53 pattern = "\\<ornithologists\\>", replacement="ornithologist")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55

```

```

1
2
3 pattern = "(\\<outdoors\\>)", replacement="outdoor")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<painter\\>|\\<painting\\>)", replacement="paint")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<pennies\\>)", replacement="penny")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "(\\<performance\\>)", replacement="perform") #as in doing
10 something for others to see.
11 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
12 pattern = "(\\<petting\\>)", replacement="pet")
13 # "physical science" -> physics, physical as related to physics ->
14 "physics". All other instances of "physical" kept. Changes done
15 directly in excerpts.
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<pieces\\>)", replacement="piece")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<pigs\\>)", replacement="pig")
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<planting\\>)", replacement="plant")
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<pointing\\>)", replacement="point")
24 #pose as in pose questions changed to ask in excerpt.
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<possibly\\>)", replacement="possible")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<potentially\\>)", replacement="potential")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<programs\\>)", replacement="program")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "(\\<promoted\\>|\\<promoting\\>)", replacement="promote")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<prompting\\>)", replacement="prompt")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "(\\<purposes\\>)", replacement="purpose")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<pushing\\>)", replacement="push")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "(\\<puzzling\\>)", replacement="puzzle")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "(\\<rains\\>|\\<rainfall\\>)", replacement="rain")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "(\\<randomly\\>)", replacement="random")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "(\\<ranged\\>)", replacement="range")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<ratings\\>)", replacement="rating")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "(\\<reactions\\>)", replacement="react")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<readings\\>|\\<reading\\>|\\<read\\>)",
53 replacement="read")
54 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
55 pattern = "(\\<readily\\>)", replacement="ready")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "\\<reasons\\>", replacement="reason")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "\\<recalling\\>", replacement="recall")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "\\<received\\>", replacement="receiving")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "\\<recognised\\>", replacement="recognise")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "\\<records\\>", replacement="record")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "\\<resonant\\|\\<resonated\\>", replacement="resonate")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "\\<respects\\>", replacement="respect")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "\\<responding\\|\\<responded\\|\\<responds\\>",
18 replacement="respond")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<resulted\\>", replacement="result")
21 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
22 pattern = "\\<returning\\>", replacement="return")
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "\\<revealed\\>", replacement="reveal")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "\\<rocks\\>", replacement="rock")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "\\<routes\\>", replacement="route")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<routines\\>", replacement="routine")
31 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
32 pattern = "\\<safely\\>", replacement="safety")
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "\\<samples\\>", replacement="sample")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<sandy\\>", replacement="sand")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "\\<saw\\>|\\<seeing\\>|\\<seen\\>", replacement="see")
39 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
40 pattern = "\\<says\\>|\\<said\\>", replacement="say")
41 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
42 pattern = "\\<scales\\>", replacement="scale")
43 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
44 pattern = "\\<schooling\\>", replacement="school")
45 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
46 pattern = "\\<seasonal\\>|\\<seasons\\>", replacement="season")
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "\\<sections\\>", replacement="section")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "\\<seeds\\>", replacement="seed")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "\\<senses\\>", replacement="sense")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "\\<separated\\>|\\<seperately\\>",
55 replacement="separate")
56 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<sequences\\>)", replacement="sequence")
4 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
5 pattern = "(\\<sat\\>|\\<setting\\>)", replacement="set") #as in the
6 act of setting stuff up
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "(\\<shapes\\>)", replacement="shape")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "(\\<sharable\\>|\\<sharing\\>|\\<shared\\>)",
11 replacement="share")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "(\\<shells\\>)", replacement="shell")
14 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
15 pattern = "(\\<significance\\>)", replacement="significant")
16 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
17 pattern = "(\\<sixth\\>)", replacement="six")
18 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
19 pattern = "(\\<slowmations\\>)", replacement="slowmation")
20 #small groups and small group changed to smallgroup directly in
21 excerpts.
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "(\\<smelling\\>|\\<smelly\\>)", replacement="smell")
24 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
25 pattern = "(\\<snails\\>)", replacement="snail")
26 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
27 pattern = "(\\<snowfall\\>)", replacement="snow")
28 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
29 pattern = "(\\<somethings\\>)", replacement="something")
30 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
31 pattern = "(\\<songs\\>)", replacement="song")
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "(\\<sorted\\>)", replacement="sort")
34 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
35 pattern = "(\\<spanned\\>)", replacement="spans")
36 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
37 pattern = "(\\<specifically\\>)", replacement="specific")
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "(\\<speeding\\>)", replacement="speed")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<spilled\\>)", replacement="spill")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "(\\<splits\\>)", replacement="split")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<spontaneously\\>)", replacement="spontaneous")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "(\\<spots\\>)", replacement="spot")
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "(\\<squeezed\\>)", replacement="squeeze")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "(\\<standardize\\>|\\<standards\\>)",
52 replacement="standard")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<stereotypical\\>)", replacement="stereotype")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "(\\<stopped\\>)", replacement="stop")
57
58
59
60

```

```

allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<stored\\>", replacement="store")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<strategies\\>|\\<strategic\\>",
replacement="strategy")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<strengths\\>", replacement="strength")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<stretching\\>|\\<stretched\\>",
replacement="stretch")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<striped\\>", replacement="stripes")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<striving\\>", replacement="strive")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<suitability\\>", replacement="suitable")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<survive\\>", replacement="survival")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<stretching\\>|\\<stretched\\>",
replacement="stretch")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<symbolic\\>|\\<symbols\\>", replacement="symbol")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<table2\\>|\\<table1\\>", replacement="table")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<teams\\>", replacement="team")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<tells\\>", replacement="tell")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<textbook\\>|\\<texts\\>", replacement="text")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<things\\>", replacement="thing")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<thinking\\>|\\<thinks\\>", replacement="think")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<tools\\>", replacement="tool")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<totally\\>", replacement="total")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<towards\\>", replacement="toward")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<toys\\>", replacement="toy")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<tracing\\>", replacement="trace")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<tracks\\>", replacement="track")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<training\\>", replacement="train")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<transformed\\>", replacement="transform")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<transitioning\\>|\\<transitioned\\>",
replacement="transition")

```



```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "\\<triggered\\>", replacement="triggers")
5 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
6 pattern = "\\<trying\\>", replacement="try")
7 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
8 pattern = "\\<tubs\\>", replacement="tub")
9 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
10 pattern = "\\<turned\\>", replacement="turn") #as in focused their
11 attention on, whereas "turns" relates to taking turns.
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "\\<twisting\\>|\\<twisted\\>", replacement="twist") #as
14 in the action of turning something, not "with a twist".
15 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
16 pattern = "\\<underlying\\>", replacement="underlie")
17 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
18 pattern = "\\<utilizing\\>|\\<utilized\\>", replacement="utilize")
19 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
20 pattern = "\\<valuable\\>|\\<valuing\\>|\\<valued\\>|\\<values\\
21 \\>", replacement="value") #hmmm..
22 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
23 pattern = "\\<variables\\>", replacement="variable") #as in
24 concept of "a variable" parameter
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "\\<vignettes\\>", replacement="vignette")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "\\<vocabularies\\>", replacement="vocabulary")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "\\<went\\>", replacement="go")
31 #whats changed to what is
32 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
33 pattern = "\\<walked\\>|\\<walks\\>|\\<walking\\>)",
34 replacement="walk") # as in either "to walk" and "a walk".
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "\\<wanted\\>", replacement="want")
37 #wasnt changed to was not in excerpt
38 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
39 pattern = "\\<watching\\>", replacement="watch")
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "\\<weeks\\>|\\<weekly\\>)", replacement="week")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "\\<watching\\>", replacement="watch")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "\\<wooden\\>", replacement="wood")
46 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
47 pattern = "\\<worked\\>", replacement="work") #but not "workers"
48 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
49 pattern = "\\<worlds\\>", replacement="world")
50 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
51 pattern = "\\<younger\\>", replacement="young")
52
53
54
55
56
57
58
59
60

```

#Splitting words. Since we removed hyphens, some words need to be split.

```

1
2
3 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
4 pattern = "(\\<subtopic\\>|\\<subtopics\\>)", replacement="sub
5 topic")
6 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
7 pattern = "(\\<threephase\\>)", replacement="three phase")
8 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
9 pattern = "(\\<twophase\\>)", replacement="two phase")
10 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
11 pattern = "(\\<threeweek\\>)", replacement="three week")
12 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
13 pattern = "(\\<videotaped\\>)", replacement="video taped")
14 #theres (as in there's) changed to "there is" directly in excerpts
15
16
17
18
19 #Specific names -> function in study
20 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
21 pattern = "(\\<james\\>)", replacement="example_child")
22 #example_child is a fictional child used in instructional materials.
23 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
24 pattern = "(\\<tom\\>)", replacement="example_child")
25 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
26 pattern = "(\\<john\\>)", replacement="example_child")
27 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
28 pattern = "(\\<gina\\>)", replacement="example_child")
29 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
30 pattern = "(\\<tony\\>)", replacement="example_child")
31
32
33 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
34 pattern = "(\\<lilly\\>)", replacement="example_animal")
35 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
36 pattern = "(\\<thelmas\\>)", replacement="example_animal")
37 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
38 pattern = "(\\<jane\\>)", replacement="study_scientist") #a
39 rolemodel for children in the study??
40 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
41 pattern = "(\\<peter\\>)", replacement="study_scientist")
42 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
43 pattern = "(\\<chris\\>)", replacement="study_scientist")
44 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
45 pattern = "(\\<johannah\\>)", replacement="study_child") #a child
46 observed and analysed in the study
47 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
48 pattern = "(\\<lily\\>)", replacement="study_child")
49 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
50 pattern = "(\\<lucy\\>)", replacement="study_child")
51 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
52 pattern = "(\\<markus\\>)", replacement="study_child")
53 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
54 pattern = "(\\<simon\\>)", replacement="study_child")
55 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
56 pattern = "(\\<susie\\>|\\<susies\\>|\\<susieastheball\\>|\\<susie3\\
57 \\>)", replacement="study_child")
58
59 allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
60

```

```

pattern = "\\<cora\\>", replacement="study_teacher")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<mrstreadwell\\>", replacement="study_teacher")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<mrscasey\\>", replacement="study_teacher")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<becky\\>", replacement="study_teacher")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<shane\\>", replacement="study_teacher")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<ppts\\>", replacement="study_teacher")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<pts\\>", replacement="study_teacher")

#Changed Child: and other instances of named or specific children
that appear in studies to "study_child".
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<wouassammeschtendran\\>", replacement="non-english-
sentence")

##SYNONYMS
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<Theoretical\\>|\\<theories\\>|\\<theories\\>|\\
\\<theory\\>", replacement="theory")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<certain\\>", replacement="specific")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<elementary\\>", replacement="primary")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<constitue element\\>", replacement="phase")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<inquiry_based\\>|\\<inquirybased\\>|\\<inquiryframed\\
\\>|\\<inquiryoriented\\>", replacement="ibse")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<directed\\>|\\<directing\\>|\\<direct\\>|\\
\\<instructed\\>|\\<instruct\\>|\\<steer\\>)",
replacement="instruct_guide")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<curiosity\\>|\\<interesting\\>|\\<interests\\>|\\
\\<interests\\>|\\<interested\\>", replacement="interest")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<instructors\\>", replacement="educators")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<teacher trainer\\>|\\<pilot centre trainer\\>|\\<the
trainer\\>", replacement="teacher_trainer")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<kids\\>", replacement="child")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<likely\\>|\\<probably\\>", replacement="probable")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "\\<lives\\>|\\<live\\>)", replacement="live_habitat")
#lives as in plural of life -> life.
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),

```

```

pattern = "(\\<pretence\\>|\\<pretend\\>|\\<pretending\\>|\\
\\<makebelieve\\>|\\<played\\>|\\<playing\\>)", replacement="play")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<onus\\>|\\<responsibilities\\>)",
replacement="responsibility")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<papers\\>)", replacement="article") #papers in plural
only used as articles in excerpts.
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<photographing\\>|\\<photographer\\>|\\<photographed\\
\\>|\\<photos\\>|\\<photo\\>|\\<pictogram\\>|\\<pictures\\>)",
replacement="picture")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<playdough\\>)", replacement="playdoh")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<prints\\>)", replacement="print")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<previously\\>|\\<prior\\>)", replacement="previous")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<immediately\\>|\\<promptly\\>)",
replacement="immediate")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<pupils\\>)", replacement="pupil")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<reasoning\\>)", replacement="thinking")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<schoolyard\\>)", replacement="playground")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<sciencey\\>)", replacement="sciencelike")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<book\\>)", replacement="text")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<at times\\>|\\<at other times\\>)",
replacement="sometimes")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<track\\>|\\<trace\\>)", replacement="track_trace")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<tubs\\>|\\<bathtub\\>)", replacement="tub")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<tv\\>)", replacement="television")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<vs\\>)", replacement="versus")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<secondgrade\\>)", replacement="2ndgrade")
allEmpirical <- tm_map(allEmpirical, content_transformer(gsub),
pattern = "(\\<first graders\\>)", replacement="1stgrade")

```

#These words either provide no meaning or are used so many times that they obscure relevant signals.

```

wordstoremove<-
c(stopwords("english"),"can","also","although","may","maybe","moreov

```

```

er","mostly","onto","per se", "really","therefore","though","thus",
"xl011","xl021","xl051","xl071","xn011","xn031","xn051","xn071","xq0
11","xq031","xq041","xq051","xs021","xs091","xs111","xs121",
"2013appendixfp10","20132014","1b","p234","p141")

#Cleaning up..
#allFilesx <- tm_map(allFilesx, removeWords, c("endoffile"))
allEmpirical<-tm_map(allEmpirical,stripWhitespace)

#Function to help make linguistic networks
#It returns an list of edges in a directed network
myWordNetwork <- function (txt,j.words) {
  # Clean data
  #remove capitalization
  #corpus.temp <- tm_map(corpus, tolower)
  #Remove punctuations and other unnecessary things
  #corpus.removed.punc <- tm_map(corpus.temp, removePunctuation)
  #Remove numbers
  #corpus.removed.numb <- tm_map(corpus.removed.punc,
removeNumbers)
  #Remove Whitespaces
  #corpus.removed.white <- tm_map(corpus.removed.punc,
stripWhitespace)
  #corpus <- Corpus(DataframeSource(data.frame(data)))

  #prepare for stemming (language is english, but TM has a package
for other
  #languages)
  #corpus.temp <- corpus.removed.white
  #corpus.copy <- corpus.temp
  #corpus.temp <- tm_map(corpus.temp, stemDocument, language =
language)
  #corpus.final <- tm_map(corpus.temp, stemCompletion,
# dictionary = corpus.copy)
  #corpus.final<-corpus.temp
  #Prepare to remove "stopwords" such as "A", "The", e.t.c.
  # keep "declarative words"
  #my.stopwords <- stopwords("english")
  #my.stopwords <- my.stopwords[!(my.stopwords %in% j.words)]
  #Remove stopwrods
  #corpus.crop <-
tm_map(corpus.removed.white,removeWords,c(my.stopwords))

  # Create edge list for export
  edge.list <-strsplit(as.matrix(txt), split = " ")[[1]]
  #Remove unnecessary
  #edge.list<-as.matrix(corpus.final[[1]])
  #edge.list <- edge.list[edge.list!=""]
  #edge.list<-strsplit(edge.list,split=" ")

```

```

1
2
3
4   # index of "declarative words" (the -1 is because we're removing
5 first and
6   # last word to make it into a word-network
7   node.num <- length(edge.list[!(edge.list %in% j.words)]) - 1
8   #Create matrix to be exported
9   export.edge.list <- array("",dim=c(node.num,2))
10  #Set column names as per Gephi requirements
11  #colnames(export.edge.list) <- c("Source","Target","Label")
12  # Put source word except the "joining words into the matrix to be
13 exported
14  export.edge.list[,1] <- edge.list[!(edge.list %in% j.words)][-
15 length(edge.list[!(edge.list %in% j.words)])]
16  # put the target word except the "joining words into the matrix to
17 be exported
18  export.edge.list[,2] <- edge.list[!(edge.list %in% j.words)][-1]
19
20
21  #Go through the joining words and put them in
22  # for(i in j.words) {
23  #   for (j in which(edge.list %in% i)) {
24  #     export.edge.list[j - sum(!which(edge.list %in% j.words) > j),
25 3] <- i
26  #   }
27  # }
28  return(export.edge.list)
29 }
30
31
32
33 #Applying the function to each excerpt
34 edgelistsEmpirical<-
35 lapply(allEmpirical,myWordNetwork,j.words=wordstoremove)
36 graphsEmpirical<-list()
37 for (i in 1:35){
38   graphsEmpirical[[i]]<-graph.edgelist(edgelists[[i]],directed=T)
39 }
40
41 #Bind all excerpts together to a single edge list
42 allEdgeEmpirical<-
43 rbind(edgelistsEmpirical[[1]],edgelistsEmpirical[[2]],edgelistsEmpir
44 ical[[3]],edgelistsEmpirical[[4]],edgelistsEmpirical[[5]],edgelistsE
45 mpirical[[6]],edgelistsEmpirical[[7]],edgelistsEmpirical[[8]],edgeli
46 stsEmpirical[[9]],edgelistsEmpirical[[10]],
47
48 edgelistsEmpirical[[11]],edgelistsEmpirical[[12]],edgelistsEmpirical
49 [[13]],edgelistsEmpirical[[14]],edgelistsEmpirical[[15]],edgelistsEm
50 pirical[[16]],edgelistsEmpirical[[17]],edgelistsEmpirical[[18]],edge
51 listsEmpirical[[19]],edgelistsEmpirical[[20]],
52
53 edgelistsEmpirical[[21]],edgelistsEmpirical[[22]],edgelistsEmpirical
54 [[23]],edgelistsEmpirical[[24]],edgelistsEmpirical[[25]],edgelistsEm
55 pirical[[26]],edgelistsEmpirical[[27]],edgelistsEmpirical[[28]],edge
56 listsEmpirical[[29]],edgelistsEmpirical[[30]],
57
58 edgelistsEmpirical[[31]],edgelistsEmpirical[[32]],edgelistsEmpirical
59
60

```

```

[[33]],edgelistsEmpirical[[34]],edgelistsEmpirical[[35]])

#make separate networks for each article. Not used in manuscript
articlesE<-lapply(edgelistsEmpirical,graph.edgelist,directed=T)
for (i in 1:length(articlesE)){
  E(articlesE[[i]])$weight<-1
  articlesE[[i]]<-simplify(articlesE[[i]],edge.attr.comb="sum")
  articlesE[[i]]<-
delete.vertices(articlesE[[i]],which(V(articlesE[[i]])
$name=="break"))
}

article01E<-graph.edgelist(edgelistsEmpirical[[1]],directed=T)
article02E<-graph.edgelist(edgelistsEmpirical[[2]],directed=T)
article03E<-graph.edgelist(edgelistsEmpirical[[3]],directed=T)
article04E<-graph.edgelist(edgelistsEmpirical[[4]],directed=T)
article05E<-graph.edgelist(edgelistsEmpirical[[5]],directed=T)
article06E<-graph.edgelist(edgelistsEmpirical[[6]],directed=T)
article07E<-graph.edgelist(edgelistsEmpirical[[7]],directed=T)
article08E<-graph.edgelist(edgelistsEmpirical[[8]],directed=T)
article09E<-graph.edgelist(edgelistsEmpirical[[9]],directed=T)
article10E<-graph.edgelist(edgelistsEmpirical[[10]],directed=T)
article11E<-graph.edgelist(edgelistsEmpirical[[11]],directed=T)
article12E<-graph.edgelist(edgelistsEmpirical[[12]],directed=T)
article13E<-graph.edgelist(edgelistsEmpirical[[13]],directed=T)
article14E<-graph.edgelist(edgelistsEmpirical[[14]],directed=T)
article15E<-graph.edgelist(edgelistsEmpirical[[15]],directed=T)
article16E<-graph.edgelist(edgelistsEmpirical[[16]],directed=T)
article17E<-graph.edgelist(edgelistsEmpirical[[17]],directed=T)
article18E<-graph.edgelist(edgelistsEmpirical[[18]],directed=T)
article19E<-graph.edgelist(edgelistsEmpirical[[19]],directed=T)
article20E<-graph.edgelist(edgelistsEmpirical[[20]],directed=T)
article21E<-graph.edgelist(edgelistsEmpirical[[21]],directed=T)
article22E<-graph.edgelist(edgelistsEmpirical[[22]],directed=T)
article23E<-graph.edgelist(edgelistsEmpirical[[23]],directed=T)
article24E<-graph.edgelist(edgelistsEmpirical[[24]],directed=T)
article25E<-graph.edgelist(edgelistsEmpirical[[25]],directed=T)
article26E<-graph.edgelist(edgelistsEmpirical[[26]],directed=T)
article27E<-graph.edgelist(edgelistsEmpirical[[27]],directed=T)
article28E<-graph.edgelist(edgelistsEmpirical[[28]],directed=T)
article29E<-graph.edgelist(edgelistsEmpirical[[29]],directed=T)
article30E<-graph.edgelist(edgelistsEmpirical[[30]],directed=T)
article31E<-graph.edgelist(edgelistsEmpirical[[31]],directed=T)
article32E<-graph.edgelist(edgelistsEmpirical[[32]],directed=T)
article33E<-graph.edgelist(edgelistsEmpirical[[33]],directed=T)
article34E<-graph.edgelist(edgelistsEmpirical[[34]],directed=T)
article35E<-graph.edgelist(edgelistsEmpirical[[35]],directed=T)

#make combined network
allNetEmpirical<-graph.edgelist(allEdgeEmpirical,directed=T)
E(allNetEmpirical)$weight<-1
allNetEmpirical<-delete.vertices(allNetEmpirical,v =
which(V(allNetEmpirical)$name=="break"))
allNetEmpirical<-

```

```
1  
2  
3 simplify(allNetEmpirical,remove.multiple=T,edge.attr.comb=list(weigh  
4 t="sum"))  
5 prE<-page.rank(allNetEmpirical)  
6 V(allNetEmpirical)$pr<-prE$vector  
7 sort(prE$vector,decreasing = T)[1:10]  
8 fgE<-fastgreedy.community(as.undirected(allNetEmpirical))  
9 write.csv(V(allNetEmpirical)$name,"listNodesEmpirical.csv")  
10  
11  
12  
13  
14  
15  
16  
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```

For Peer Review Only


```

1
2
3 #run createTheoreticalNetworks.R and createEmpiricalNetworks.r first
4 #you should have an object called: allNetTheoretical and an object
5 called allNetEmpirical
6 #These are graph objects, weighted and directed
7 #The script creates maps and graphs and write them to graphml files.
8 These may be viewed in software Gephi.
9
10
11 ##create backbone versions of the graphs
12 source("R_scripts/backboneExtraction.r")
13 V(allNetEmpirical)$id<-V(allNetEmpirical)$name
14 V(allNetTheoretical)$id<-V(allNetTheoretical)$name
15 freq<-strength(allNetTheoretical,mode = "all")
16
17 theoreticalBB<-backboneNetwork(allNetTheoretical,evalFunc = 1, alpha
18 = 0.001)
19 V(theoreticalBB)$freq<-strength(allNetTheoretical,mode = "all")
20 empiricalBB<-backboneNetwork(allNetEmpirical,evalFunc = 1, alpha =
21 0.001)
22 V(empiricalBB)$freq<-strength(allNetEmpirical,mode = "all")
23
24 #####Create a map based on fast-greedy algorithm
25 fgT<-fastgreedy.community(as.undirected(allNetTheoretical))
26 fgTBB<-fastgreedy.community(as.undirected(theoreticalBB))
27 optimal.community(theoreticalBB)
28 fgE<-fastgreedy.community(as.undirected(allNetEmpirical))
29 fgEBB<-fastgreedy.community(as.undirected(empiricalBB))
30
31 V(theoreticalBB)$fastgreedy<-fgTBB$membership
32 write.graph(theoreticalBB,"theoretical28052020.graphml",format="grap
33 hml")
34
35 V(empiricalBB)$fastgreedy<-fgEBB$membership
36 write.graph(empiricalBB,"empirical28052020.graphml",format="graphml"
37 )
38
39
40 ##MAP CREATION
41 Wij<-function(j,mem,g){
42   M<-length(unique(mem))
43   m<-which(mem==j)
44   dfm<-data.frame()
45
46   for(i in 1:length(m)){
47     x<-incident(g,m[i],mode="in")
48     a<-ends(g, x,names=F)
49
50     b<-get.edge.attribute(g,name="weight",x)
51     c<-mem[a[,1]] #HMMM:..
52     dfm<-rbind(dfm,data.frame(a,weight=b,module=c))
53
54   }
55
56
57 V<-vector()
58 for(l in 1:M){
59
60

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1
2
3     V[l]<-sum(dfm$weight[dfm$module==l])
4 }
5
6     return(V)
7
8 }
9
10 makemap<-function(mem,g){
11     M<-length(unique(mem))
12     W<-matrix(NA,ncol=M,nrow=M)
13     for(j in 1:length(unique(mem))){
14         W[,j]<-Wij(j,mem,g) #was W[j,i] - trying out this on June 21st
15         2020
16     }
17     ##naming modules based on 10 largest pageranks
18     pr<-page.rank(g)
19     modulenames<-vector()
20     for(k in 1:length(unique(mem))){
21         modulenames[k]<-paste(c(k,names(sort(pr$vector[mem==k],decreasing
22 = T)[1:3])),collapse = ";")
23     }
24
25     internalLinks<-diag(W)
26     n_words<-as.vector(table(mem))
27     h<-graph.adjacency(W,mode=c("directed"),weighted = T,diag = F)
28     V(h)$name<-modulenames #names of the 10 highest pagerank words in
29     them module
30     V(h)$id<-modulenames
31     V(h)$n_words<-n_words #how many words in module
32     V(h)$internalLinks<-internalLinks #how many internal links are in
33     each module
34
35     return(h)
36 }
37
38
39 mapTheoretical<-makemap(fgTBB$membership,theoreticalBB)
40 mapEmpirical<-makemap(fgEBB$membership,empiricalBB)
41
42
43 mapTBB<-backboneNetwork(mapTheoretical,0.005,1)
44 V(mapTBB)$n_words<-V(mapTheoretical)$n_words
45 mapTBB<-decompose.graph(mapTBB)[[1]]
46 fgMTBB<-fastgreedy.community(as.undirected(mapTBB))
47 V(mapTBB)$fastgreedy<-fgMTBB$membership
48 write.graph(mapTBB,"mapTBB21062020.graphml",format="graphml")
49
50 mapEBB<-backboneNetwork(mapEmpirical,0.005,1)
51 V(mapEBB)$n_words<-V(mapEmpirical)$n_words
52 mapEBB<-decompose.graph(mapEBB)[[1]]
53 fgMEBB<-fastgreedy.community(as.undirected(mapEBB))
54 V(mapEBB)$fastgreedy<-fgMEBB$membership
55 write.graph(mapEBB,"mapEBB28052020.graphml",format="graphml")
56
57
58 mapTheoreticalrem<-delete.vertices(mapTheoretical,1)
59 mapTremBB<-backboneNetwork(mapTheoreticalrem,0.005,1)
60

```

```
1
2
3 V(mapTremBB)$n_words<-V(mapTheoreticalrem)$n_words
4 mapTremBB<-decompose.graph(mapTremBB)[[1]]
5 fgMTremBB<-fastgreedy.community(as.undirected(mapTremBB))
6 V(mapTremBB)$fastgreedy<-fgMTremBB$membership
7 write.graph(mapTremBB,"mapTBBrem21062020.graphml",format="graphml")
8
9
10 mapEmpiricalrem<-delete.vertices(mapEmpirical,13)
11 mapEremBB<-backboneNetwork(mapEmpiricalrem,0.005,1)
12 V(mapEremBB)$n_words<-V(mapEmpiricalrem)$n_words
13 mapEremBB<-decompose.graph(mapEremBB)[[1]]
14 fgMEremBB<-fastgreedy.community(as.undirected(mapEremBB))
15 V(mapEremBB)$fastgreedy<-fgMEremBB$membership
16 write.graph(mapEremBB,"mapEBB13rem21062020.graphml",format="graphml"
17 )
18
19
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1
2
3 #This script creates a lingusitic network based on the theoretical
4 texts corpus
5 #It will write a comma separated variables file called
6 "listNodesTheoretical.csv" to the working directory
7 #The end product is allNetTheoretical to be used in further analyses.
8
9 #First load necessary packages
10 library(tm)
11 library(igraph)
12 #Load the files we need
13 allTheoretical <-Corpus(DirSource("textsTheoretical",
14 encoding="UTF-8"), readerControl = list(language="lat"))
15 #Perform basic text-mining preprocessing
16 allTheoretical<-tm_map(allTheoretical,tolower)
17 allTheoretical<-tm_map(allTheoretical,removePunctuation)
18 allTheoretical<-tm_map(allTheoretical,stripWhitespace)
19
20
21 #Algorithmic rules
22 #These take the form of searching for and replacing a number of
23 words throughout the corpus
24 #The substituted words follow the ==sign after 'pattern' in each
25 line. These words are replaced with 'replacement'.
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<accompanies\\>|\\<accompanying\\>)", replacement =
28 "accompanied")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "accordingly", replacement = "according")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<achieve2013\\>|\\<achieving\\>)", replacement =
33 "achieve")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "(\\<acknowledged\\>|\\<acknowledges\\>)", replacement =
36 "acknowledge")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<acquisition\\>|\\<acquiring\\>|\\<acquired\\>)",
39 replacement = "acquire")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<acting\\>|\\<acted\\>|\\<acts\\>)", replacement =
42 "act")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "actions", replacement = "action")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "actively", replacement = "active")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "activities", replacement = "activity")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<actuality\\>|\\<actually\\>)", replacement =
51 "actual")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "adaptively", replacement = "adaptable")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<additionally\\>|\\<additional\\>|\\<addition\\>|\\
56 \\<adding\\>|\\<added\\>)", replacement = "add")
57 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
58
59
60

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1
2
3 pattern = "(\\<addressing\\>|\\<addressed\\>)", replacement =
4 "address")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "adults", replacement = "adult")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "advancing", replacement = "advance")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "aesthetically", replacement = "aesthetic")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "ages", replacement = "age")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "agreement", replacement = "agree")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<aimed\\>|\\<aims\\>)", replacement = "aim")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<allowing\\>|\\<allowed\\>|\\<allows\\>)", replacement
19 = "allow")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "alongside", replacement = "along")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<analysis\\>|\\<analyses\\>|\\<analysed\\>|\\
24 \\<analytical\\>|\\<analytic\\>|\\<analyze\\>|\\<analyzing\\>)",
25 replacement = "analyse")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<answered\\>|\\<answering\\>|\\<answers\\>)",
28 replacement = "answer")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "appearance", replacement = "appear")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "applications", replacement = "application")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<applicable\\>|\\<applying\\>|\\<applied\\>)",
35 replacement = "apply")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "approaches", replacement = "approach")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<appropriately\\>|\\<appropriateness\\>)", replacement
40 = "appropriate")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<argumentation\\>|\\<arguments\\>|\\<argument\\>|\\
43 \\<argues\\>|\\<argued\\>)", replacement = "argue")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<arisen\\>|\\<arises\\>|\\<arising\\>)",
46 replacement="arise")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<articulated\\>|\\<articulating\\
49 \\>)", replacement="articulate")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "artifacts", replacement = "artifact")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<asking\\>|\\<asks\\>)", replacement = "ask")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "aspects", replacement = "aspect")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57

```

```

1
2
3 pattern = "(\\<assigned\\>|\\<assigning\\>)", replacement =
4 "assign")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<associating\\>|\\<associated\\>|\\<association\\
7 \\>)", replacement = "associate")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<assumption\\>|\\<assumptions\\>)", replacement =
10 "assume")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "attributed", replacement="attribute")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "(\\<became\\>|\\<becomes\\>|\\<becoming\\>)",
15 replacement="become")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<beginning\\>|\\<begins\\>)", replacement="begin")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "behaviors", replacement="behavior")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "attributed", replacement="attribute")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<beliefs\\>|\\<believed\\>)", replacement="belief")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "books", replacement="book")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "broader", replacement="broad")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<built\\>|\\<builds\\>)", replacement="build")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "capabilities", replacement="capability")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<carrying\\>|\\<carried\\>|\\<carries\\>)",
34 replacement="carry")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<categorization\\>|\\<classification\\>|\\
37 \\<categorizing\\>|\\<categorized\\>|\\<categorize\\>|\\<classified\\
38 \\>|\\<categories\\>|\\<classify\\>|\\<category\\>)",
39 replacement="category_classify")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<centered\\>|\\<centred\\>|\\<centre\\>)",
42 replacement="center")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "centrality", replacement="central")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<challenging\\>|\\<challenged\\>|\\<challenges\\>)",
47 replacement="challenge")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "changes\\>|\\<changed", replacement="change")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "characteristics", replacement="characteristic")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<childs\\>|\\<child's\\>|\\<children\\>|\\<children's\\
54 \\>|\\<childrens\\>)", replacement="child")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<choices\\>|\\<choosing\\>|\\<choose\\>|\\<chosen\\>|\\
57
58
59
60

```

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1
2
3 \<chose\>", replacement="choice")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<claimed\\>|\\<claims\\>)", replacement="claim")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "classes", replacement="class")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "classrooms", replacement="classroom")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<coconstructing\\>|\\<coconstructors\\>|\\
12 \\<coconstruction\\>)", replacement="coconstruct")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "cognitively", replacement="cognitive")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<collaborating\\>|\\<collaborations\\>|\\
17 \\<collaboration\\>|\\<collaboratively\\>|\\<collaborative\\>|\\
18 \\<collaborative\\>|\\<collaborators\\>|\\<collaborate\\>)",
19 replacement="collaborate")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "(\\<collecting\\>|\\<collection\\>|\\<collected\\>)",
22 replacement="collect") #\\>|\\<collective ??
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<combination\\>|\\<combining\\>|\\<combined\\>)",
25 replacement="combine")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "comes", replacement="come")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<communicate\\>|\\<communicating\\>|\\<communication\\
30 \\>|\\<communicative\\>|\\<communicators\\>)",
31 replacement="communicate") #\\>|\\<communities ??
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<communitybased\\>|\\<communities\\>)",
34 replacement="community")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "comparison", replacement="compare")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "completing\\>|\\<completion", replacement="complete")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<complexities\\>|\\<complexity\\>)",
41 replacement="complexity")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "components", replacement="component")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<comprised\\>|\\<comprises\\>)",
46 replacement="comprise")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "computers", replacement="computer")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<conceptualization\\>|\\<conceptualizing\\>|\\
51 \\<conceptualized\\>|\\<conceptually\\>|\\<conceptualize\\>|\\
52 \\<conceptions\\>|\\<conception\\>|\\<conceptual\\>|\\<concepts\\>)",
53 replacement="concept")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<concerning\\>|\\<concerned\\>|\\<concerns\\>)",
56 replacement="concern")
57
58
59
60

```

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1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<concluding\\>|\\<conclusions\\>|\\<concluded\\>|\\
5 \\<conclude\\>)", replacement="conclusion")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<conducting\\>|\\<conducted\\>)",
8 replacement="conduct")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<confirmation\\>|\\<confirmed\\>)",
11 replacement="confirm")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "conflicts", replacement="conflict")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "conjectures", replacement="conjecture")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<connections\\>|\\<connection\\>|\\<connected\\>|\\
18 \\<connects\\>)", replacement="connect")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<consideration\\>|\\<considered\\>|\\<considers\\>)",
21 replacement="consider")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<consistently\\>|\\<consistency\\>)",
24 replacement="consistent")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<consists\\>|\\<consisted\\>|\\<consisting\\>)",
27 replacement="consist")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<constituted\\>|\\<constitutes\\>|\\<constituent\\>)",
30 replacement="constitute")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<constructing\\>|\\<constructive\\>|\\<construction\\
33 \\>|\\<constructed\\>|\\<constructs\\>)", replacement="construct")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "constructivist", replacement="constructivism")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<contexts'\\>|\\<contexts\\>|\\<context'\\>)",
38 replacement="context")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<context-sensitive'\\>|\\<contextualized\\>)",
41 replacement="contextual")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<continuously\\>|\\<continually\\>|\\<continuing\\>|\\
44 \\<continued\\>)", replacement="continue")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<conversational\\>|\\<conversations\\>)",
47 replacement="conversation")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "correctly", replacement="correct")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<creating\\>|\\<created\\>|\\<creates\\>)",
52 replacement="create")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "creativity", replacement="creative")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "criteria", replacement="criterion")
57
58
59
60

```



```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "critically", replacement="critical")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "\\<curricula\\>|\\<curricular\\>",
7 replacement="curriculum")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "\\<cyclical\\>|\\<cyclic\\>", replacement="cycle")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "dealing", replacement="deal")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "debates", replacement="debate")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "\\<decisionmaking\\>|\\<decisions\\>|\\<deciding\\>|\\
16 \\<decided\\>)", replacement="decision")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "\\<deepened\\>|\\<deepening\\>|\\<deeper\\>|\\<deeply\\
19 \\>|\\<deepen\\>)", replacement="deep")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "\\<definitions\\>|\\<defining\\>|\\<defined\\>)",
22 replacement="define") #ok?
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "degrees", replacement="degree")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "\\<demonstration\\>|\\<demonstrated\\>|\\<demonstrating\\
27 \\>|\\<demonstrates\\>)", replacement="demonstrate")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "\\<depending\\>|\\<dependence\\>|\\<dependent\\>|\\
30 \\<depends\\>)", replacement="depend")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "\\<depiction\\>|\\<depicts\\>)", replacement="depict")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "\\<descriptions\\>|\\<descriptively\\>|\\<description\\
35 \\>|\\<describing\\>|\\<described\\>|\\<describes\\>|\\<describe\\
36 \\>)", replacement="describe_ption")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "\\<designing\\>|\\<designed\\>)", replacement="design")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "detailed", replacement="detail")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "\\<detection\\>|\\<detecting\\>)", replacement="detect")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "determinate", replacement="determine")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "\\<developmentally\\>|\\<developmental\\>|\\
47 \\<development\\>|\\<developing\\>|\\<developed\\>|\\<develops\\>)",
48 replacement="develop")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "\\<johndewey\\>|\\<dewey1991p108\\>|\\<dewey1956pp47-48\\
51 \\>|\\<dewey1910\\>|\\<deweys\\>)", replacement="dewey")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "\\<difference\\>|\\<differences\\>|\\<differ\\>)",
54 replacement="different")
55
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57
58
59
60

```

```

1
2
3 pattern = "(\\<difficulty\\>|\\<dificult\\>)",
4 replacement="difficult")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<dimensions\\>)", replacement="dimension")
7
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<discipline\\>|\\<disciplines\\>)",
10 replacement="discipline")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<discoveries\\>|\\<discovering\\>|\\<discovery\\>)",
13 replacement="discover")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<discussed\\>|\\<discussing\\>|\\<discussions\\>|\\
16 \\<discussion\\>)", replacement="discuss")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<display\\>|\\<displaying\\>)", replacement="display")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<distinction\\>|\\<distinctions\\>)",
21 replacement="distinction")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<distinguish\\>|\\<distinguished\\>)",
24 replacement="distinguish")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<domain\\>|\\<domains\\>|\\<domainspecific\\>)",
27 replacement="domain")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<drawings\\>|\\<drawing\\>|\\<drawn\\>|\\<draws\\>)",
30 replacement="draw")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<earlier\\>|\\<early\\>)", replacement="early")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<easier\\>|\\<easily\\>)", replacement="easy")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<educated\\>|\\<educational\\>|\\<education\\>|\\
37 \\<educative\\>)", replacement="education")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<effectively\\>|\\<effectiveness\\>|\\<effective\\>|\\
40 \\<effected\\>|\\<effects\\>)", replacement="effect")
41
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<elaborated\\>|\\<elaborating\\>|\\<elaboration\\>)",
44 replacement="elaborate")
45
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<embedded\\>|\\<embedding\\>|\\<embeds\\>)",
48 replacement="embed")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<emergent\\>|\\<emerges\\>|\\<emerging\\>)",
51 replacement="emerge")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<emphasise\\>|\\<emphasized\\>|\\<emphasizes\\>|\\
54 \\<emphasizing\\>|\\<emphasis\\>)", replacement="emphasize")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<employed\\>|\\<employing\\>)", replacement="employ")
57
58
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<enables\\>|\\<enabling\\>)", replacement="enable")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<encouraged encourages\\>|\\<encouraging\\>)",
7 replacement="encourage")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<engaged engagement\\>|\\<engages\\>|\\<engaging\\>)",
10 replacement="engage")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "ends", replacement="end")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "(\\<enhancements\\>|\\<enhancing\\>)",
15 replacement="enhance")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<entities\\>)", replacement="entity")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<environments\\>|\\<environments\\>)",
20 replacement="environment")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<epistemologically\\>|\\<epistemological\\>)",
23 replacement="epistemic")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<established\\>|\\<establishing\\>)",
26 replacement="establish")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<evaluated\\>|\\<evaluating\\>|\\<evaluations\\>|\\
29 \\<evaluation\\>)", replacement="evaluate")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "eshachfried2005p327", replacement="eshachfried2005")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<examined\\>|\\<examines\\>|\\<examining\\>)",
34 replacement="examine")
35
36
37
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<expansion\\>)", replacement="expand")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<experiences\\>)", replacement="experience") #\\
42 \\<experiential\\>|
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<experimental\\>|\\<experimentation\\>|\\
45 \\<experimenting\\>|\\<experimented\\>|\\<experiments\\>)",
46 replacement="experiment")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<explained\\>|\\<explaining\\>|\\<explains\\>)",
49 replacement="explain")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<explanations\\>|\\<explanatory\\>)",
52 replacement="explanation")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<explicitly\\>)", replacement="explicit")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<explorations\\>|\\<exploration\\>|\\<exploratory\\>|\\
57 \\<explored\\>|\\<exploring\\>|\\<explores\\>)",
58 replacement="explore")
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<expressed\\>|\\<expressing\\>|\\<expression\\>)",
5 replacement="express")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<extended\\>|\\<extending\\>|\\<extends\\>)",
8 replacement="extend")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<facilitated\\>|\\<facilitates\\>|\\<facilitating\\>|\\
11 \\<facilitators\\>|\\<facilitator\\>)", replacement="facilitate")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<facts\\>|\\<factual\\>)", replacement="fact")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<familiar\\>|\\<family\\>)", replacement="family")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<features\\>)", replacement="feature")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<finding\\>|\\<findings\\>)", replacement="find")
20
21
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<floating\\>)", replacement="float")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<foci\\>|\\<focused\\>|\\<focuses\\>|\\<focusing\\>)",
26 replacement="focus")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<followed\\>|\\<following\\>)", replacement="follow")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "(\\<forms\\>)", replacement="form")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<formally\\>)", replacement="formal")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<formats\\>)", replacement="format")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<formulating\\>|\\<formulation\\>)",
37 replacement="formulate")
38
39
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<framed\\>|\\<frames\\>)", replacement="frame")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<frameworks\\>)", replacement="framework")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<freedom\\>)", replacement="free")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<french2004p147\\>)", replacement="french2004")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<fully\\>)", replacement="full")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<functioning\\>|\\<functions\\>)",
52 replacement="function")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<gained\\>|\\<gaining\\>)", replacement="gain")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<gathering\\>)", replacement="gather")
57 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
58 pattern = "(\\<generalization\\>|\\<generalizing\\>)",
59
60

```

```

1
2
3 replacement="general")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<generated\\>|\\<generates\\>|\\<generatingd\\>|\\
6 \\<generating\\>)", replacement="generate")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\\<get\\>)", replacement="get")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<gave\\>|\\<given\\>|\\<gives\\>|\\<giving\\>)",
11 replacement="give")
12
13
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<goal-orientated\\>|\\<goals\\>|\\<goaloriented\\>)",
16 replacement="goal")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<grades\\>)", replacement="grade")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<grain'\\>|\\<grained\\>)", replacement="grain")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<greater\\>|\\<greatly\\>)", replacement="great")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<grounds\\>)", replacement="grounded")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<grouped\\>|\\<groups\\>)", replacement="group")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<guidance\\>|\\<guided\\>|\\<guidelines\\>|\\<guides\\
29 \\>|\\<guiding\\>)", replacement="guide")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\\<higher\\>|\\<highly\\>)", replacement="high")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<hypotheses\\>|\\<hypothesizing\\>|\\<hypothesized\\
34 \\>)", replacement="hypothesis")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<ideas\\>)", replacement="idea")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<identifiable\\>|\\<identification\\>|\\<identified\\
39 \\>|\\<identifying\\>|\\<identifies\\>)", replacement="identify")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<implies\\>)", replacement="imply")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<importance\\>)", replacement="important")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<included\\>|\\<includes\\>|\\<including\\>|\\
46 \\<inclusion\\>)", replacement="include")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<incorporates\\>|\\<incorporation\\>)",
49 replacement="incorporate")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<increased\\>|\\<increases\\>|\\<increasing\\>|\\
52 \\<increasingly\\>)", replacement="increase")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<independence\\>|\\<independently\\>)",
55 replacement="independent")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "(\\<indicated\\>|\\<indicates\\>)",
58
59
60

```

```

1 replacement="indicate")
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<individual's\\>|\\<individuals\\>)",
5 replacement="individual")
6
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\\<inferences\\>|\\<inference\\>|\\<inferring\\>)",
9 replacement="infer")
10
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<influenced\\>|\\<influential\\>)",
13 replacement="influence")
14
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<informative\\>|\\<informed\\>)",
17 replacement="inform")
18
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<initially\\>)", replacement="initial")
21
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<initiating\\>)", replacement="initiate")
24
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<inquirer\\>|\\<inquiries\\>|\\<inquiring\\>|\\
27 \\<inquirybased\\>)", replacement="inquiry")
28
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "(\\<inspired\\>|\\<inspiring\\>)", replacement="inspire")
31
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<instances\\>)", replacement="instance")
34
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<instructional\\>|\\<instructionally\\>|\\
37 \\<instructions\\>)", replacement="instruction")
38
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<integrated\\>|\\<integrating\\>|\\<integration\\>)",
41 replacement="integrate")
42
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<intentionally\\>|\\<intentions\\>|\\<intended\\>)",
45 replacement="intent")
46
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<interacting\\>|\\<interactions\\>|\\<interact\\>|\\
49 \\<interacted\\>)", replacement="interaction")
50
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "(\\<interpretively\\>|\\<interpretations\\>|\\
53 \\<interpretation\\>|\\<interpreted\\>|\\<interpreting\\>|\\
54 \\<interprets\\>)", replacement="interpret")
55
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "(\\<introduced\\>|\\<introduces\\>|\\<introducing\\>|\\
58 \\<introduction\\>)", replacement="introduce")
59
60 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
61 pattern = "(\\<investigating\\>|\\<investigations\\>|\\
62 \\<investigation\\>|\\<investigated\\>)", replacement="investigate")
63
64 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
65 pattern = "(\\<involved\\>|\\<involves\\>|\\<involving\\>)",
66 replacement="involve")
67
68 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
69 pattern = "(\\<judging\\>|\\<judgments\\>)", replacement="judge")
70
71 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
72 pattern = "(\\<kindergarteners\\>|\\<kindergartners\\>)",

```

```

replacement="kindergartener")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<kinds\\>", replacement="kind")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<knew\\>|\\<knowing\\>|\\<known\\>|\\<knows\\>|\\<knowledgeable\\>", replacement="know") #but not knowledge,
because different connotation.
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<labs\\>", replacement="laboratory")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<larger\\>", replacement="large")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<leading\\>|\\<leads\\>", replacement="lead")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<learn\\>|\\<learned\\>|\\<learning\\>",
replacement="learn")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<learners\\>|\\<learners'\\>", replacement="learner")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<lesser\\>", replacement="less")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<lessons\\>", replacement="lesson")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<levels\\>", replacement="level")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<listening\\>|\\<listens\\>", replacement="listen")
#allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<living-nonliving\\>|\\<living\\>", replacement=" ")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<locally\\>", replacement="local")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<located\\>|\\<locations\\>", replacement="location")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<logical\\>|\\<logically\\>", replacement="logical")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<longer\\>", replacement="longterm")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<looking\\>|\\<looked\\>", replacement="look")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<losing\\>", replacement="lose")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<major\\>|\\<majors\\>", replacement="major") #HMMM
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<makes\\>|\\<making\\>", replacement="make")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<manageable\\>", replacement="manage")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<manifest\\>|\\<manifested\\>",
replacement="manifest")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<manipulating\\>|\\<manipulate\\>",
replacement="manipulation")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<map\\>|\\<mapping\\>", replacement="map")

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2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<master\\>|\\<mastery\\>)", replacement="master")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<material\\>|\\<materials\\>)",
7 replacement="material")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<mathematically\\>|\\<mathematics\\>|\\<mathematic\\>|
10 \\<math\\>)", replacement="mathematical")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<meaning'\\>|\\<meaningful\\>|\\<meaningfully\\>|\\
13 \\<meanings\\>|\\<mean\\>)", replacement="meaning")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<measuring\\>|\\<measured\\>|\\<measurements\\>|\\
16 \\<measure\\>)", replacement="measurement")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<members\\>|\\<membership\\>)", replacement="member")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<mental\\>|\\<mentally\\>)", replacement="mental")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<method\\>|\\<methods\\>)", replacement="method")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<midwest\\>|\\<midwestern\\>)", replacement="midwest")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<model\\>|\\<modelbased\\>|\\<modeling\\>|\\
27 \\<modelling\\>|\\<models\\>)", replacement="model")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<modified\\>|\\<modify\\>|\\<modifying\\>)",
30 replacement="modify")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<moment\\>|\\<moments\\>)", replacement="moment")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<movements\\>|\\<moves\\>|\\<moving\\>)",
35 replacement="move")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<mutual\\>|\\<mutually\\>)", replacement="mutual")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<natural\\>|\\<naturally\\>)", replacement="natural")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<necessarily\\>)", replacement="necessary")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<needed\\>|\\<needs\\>)", replacement="need")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<newfound\\>)", replacement="new")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<normative\\>|\\<norms\\>)", replacement="norm")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<noted\\>|\\<notes\\>)", replacement="note")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<notions\\>)", replacement="notion")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<numbers\\>|\\<numeracy\\>|\\<numerical\\>)",
54 replacement="number") #HMMM
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<objects\\>|\\<objects'\\>)", replacement="object")
57
58
59
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```



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1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<observations\\>|\\<observational data\\>",
5 replacement="observation")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "\\<observed\\>|\\<observes\\>|\\<observing\\>",
8 replacement="observe")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "\\<obtaining\\>", replacement="obtain")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "\\<operates\\>", replacement="operate")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "\\<opportunities\\>", replacement="opportunity")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "\\<organized\\>|\\<organizing\\>",
17 replacement="organize")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "\\<orientated\\>|\\<orientation\\>|\\<oriented\\>",
20 replacement="orient")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "\\<original\\>|\\<originally\\>",
23 replacement="original")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "\\<others'\\>", replacement="others")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "\\<outcomes\\>", replacement="outcome")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "\\<overarching\\>", replacement="overall")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "\\<participating\\>|\\<participation\\>|\\
32 \\<participatory\\>", replacement="participate")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "\\<participants\\>", replacement="participant")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "\\<particularly\\>", replacement="particular")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "\\<partnerships\\>|\\<partnerships\\>|\\<partners\\>",
39 replacement="partner")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "\\<paths\\>|\\<pathway\\>", replacement="path")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "\\<patterns\\>", replacement="pattern")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "\\<pedagogical\\>|\\<pedagogically\\>",
46 replacement="pedagogy")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "\\<pedagogies\\>|\\<pedagogy\\>",
49 replacement="pedagogy")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "\\<perceive\\>|\\<perceived\\>",
52 replacement="perceive")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "\\<periods\\>", replacement="period")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "\\<personally\\>", replacement="personal")
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allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<perspectives\\>)", replacement="perspective")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<phase1\\>|\\<phase2\\>|\\<phase3\\>|\\<phases\\>)",
replacement="phase")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<phenomena\\>)", replacement="phenomenon")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<photography\\>)", replacement="photo")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<phrased\\>|\\<phrases\\>)", replacement="phrase")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<physically\\>)", replacement="physical")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<pictures\\>)", replacement="picture")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<place\\>|\\<placed\\>|\\<places\\>)",
replacement="place")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<plans\\>|\\<planned\\>|\\<planning\\>)",
replacement="plan")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<plant\\>|\\<plants\\>)", replacement="plant")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<playbased\\>|\\<plays\\>)", replacement="play")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<pointed\\>|\\<points\\>)", replacement="point")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<posed\\>)", replacement="pose")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<powerfully\\>)", replacement="powerful")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<practiced\\>|\\<practices\\>|\\<practicum\\>)",
replacement="practice")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<predicted\\>|\\<predicting\\>|\\<prediction\\>|\\
\\<predictions\\>)", replacement="predict")
#allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<prediction\\>|\\<predictions\\>)",
replacement="predict")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<preparation\\>|\\<prepared\\>|\\<preparing\\>)",
replacement="prepare")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<preprimarylevel\\>|\\<kindergarten\\>)",
replacement="kindergarten")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<preschool\\>|\\<preschoolers\\>|\\<preschoolers'\\>|\\
\\<kindergartner\\>)", replacement="kindergartener")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "(\\<present\\>|\\<presented\\>|\\<presenting\\>|\\
\\<presents\\>|\\<presentation\\>)", replacement="present") #
different meanings possible?

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1
2
3 #allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<primarily\\>|\\<firsthand\\>|\\<first\\>)",
5 replacement="prime")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<principles\\>)", replacement="principle")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<problems\\>)", replacement="problem")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<problembased\\>)", replacement="problemsolving")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<procedures\\>|\\<procedural\\>)",
14 replacement="procedure")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<process-ask\\>|\\<processes\\>)",
17 replacement="process")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<production\\>|\\<productive\\>|\\<producing\\>|\\
20 \\<produce\\>|\\<products\\>)", replacement="product") #HMMM
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<proficiency\\>|\\<proficient\\>)",
23 replacement="proficient")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<program\\>|\\<programme\\>)", replacement="program")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<progression\\>|\\<progressively\\>|\\<progressed\\>|\\
28 \\<progress\\>)", replacement="progression") #not as in learning
29 progression?
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\\<projectbased\\>|\\<projects\\>)",
32 replacement="project")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<promote\\>|\\<promotes\\>|\\<promotion\\>)",
35 replacement="promote")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<proposed\\>|\\<proposing\\>|\\<propos\\>)",
38 replacement="propose")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<provided\\>|\\<provides\\>|\\<providing\\>)",
41 replacement="provide")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<provocateurs\\>)", replacement="provocateur")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<putting\\>)", replacement="put")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<queries\\>)", replacement="query")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<questioning\\>|\\<questions\\>|\\<questioned\\>)",
50 replacement="question")
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "(\\<raising\\>)", replacement="raise")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<ranging\\>)", replacement="range")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<reached\\>)", replacement="reach")
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2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<realistic\\>|\\<reality\\>)", replacement="real")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<realworld\\>)", replacement="reallife")
7
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<recognition\\>|\\<recognizing\\>|\\<recognize\\>)",
10 replacement="recognise")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<recommendations\\>|\\<recommended\\>|\\<recommends\\>|\\>)", replacement="recommend")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "(\\<reconstructing\\>)", replacement="reconstruct")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<recorded\\>|\\<recording\\>)", replacement="record")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<referring\\>|\\<refers\\>)", replacement="refer")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<refined\\>|\\<refining\\>)", replacement="refine")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<reflecting\\>|\\<reflections\\>|\\<reflection\\>|\\<reflects\\>|\\<reflected\\>)", replacement="reflect")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<regarding\\>|\\<regarded\\>)", replacement="regard")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<reinforced\\>|\\<reinforcement\\>|\\<reinforcing\\>|\\>)", replacement="reinforce")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<relating\\>|\\<related\\>|\\<relates\\>)", replacement="relate")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "(\\<relationbased\\>)", replacement="relation")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<relationship\\>|\\<relationships\\>|\\<relations\\>|\\>)", replacement="relation")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<relevant\\>)", replacement="relevance")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<relies\\>|\\<relying\\>)", replacement="rely")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<repeatedly\\>|\\<repeated\\>)", replacement="repeat")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<reported\\>|\\<reporting\\>)", replacement="report")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<representing\\>|\\<representations\\>)", replacement="represent")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<representational\\>)", replacement="representation")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<requires\\>|\\<requiring\\>|\\<requirement\\>|\\<requisite\\>)", replacement="require")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<researchers\\>|\\<researcher\\>)", replacement="researcher") #HMMM
49
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1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<researching\\>", replacement="research") #HMMM
5
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "\\<resources\\>", replacement="resource")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "\\<respected\\>", replacement="respect")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "\\<responds\\>|\\<response\\>", replacement="respond")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "\\<results\\>", replacement="result")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "\\<reviewed\\>|\\<reviewing\\>", replacement="review")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "\\<revising\\>", replacement="revise")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "\\<roles\\>", replacement="role")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "\\<scaffolded\\>|\\<scaffolding\\>|\\<scaffolds\\>",
22 replacement="scaffold")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "\\<schools\\>", replacement="school")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "\\<sciencelated\\>|\\<sciences\\>|\\<scientific\\>|\\
27 \\<scientifically\\>", replacement="science") #HMMMM
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "\\<scientists\\>", replacement="scientist")
30 #allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "\\<second\\>|\\<secondary\\>", replacement=" ") #HMMM
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "\\<seeking\\>|\\<seeks\\>", replacement="seek")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "\\<seemed\\>|\\<seems\\>", replacement="seem")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "\\<selected\\>|\\<selecting\\>|\\<selectively\\>|\\
38 \\<selection\\>", replacement="select")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "\\<sensemaking\\>", replacement="sense")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "\\<sequencing\\>|\\<sequentially\\>|\\<sequential\\>",
43 replacement="sequence")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "\\<serves\\>|\\<serving\\>", replacement="serve")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "\\<sessions\\>", replacement="session")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "\\<sets\\>", replacement="set")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "\\<settings\\>", replacement="setting")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "\\<shaped\\>|\\<shaping\\>", replacement="shape")
54
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "\\<shifts\\>|\\<shifting\\>", replacement="shift")
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1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<shows\\>|\\<showed\\>|\\<shown\\>|\\<showing\\>)",
5 replacement="show")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<similarities\\>|\\<similarly\\>)",
8 replacement="similar")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<simply\\>)", replacement="simple")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<simulated\\>|\\<simulations\\>|\\<simulate\\>)",
13 replacement="simulation")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<sinking\\>)", replacement="sink")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<situated\\>|\\<situating\\>)", replacement="situate")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<situations\\>)", replacement="situation")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "(\\<skills\\>)", replacement="skill")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<smaller\\>)", replacement="small")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<solely\\>)", replacement="sole")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<solutions\\>)", replacement="solution")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<solving\\>)", replacement="solve")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\\<sources\\>)", replacement="source")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<specification\\>|\\<specified\\>|\\<specifying\\>)",
34 replacement="specify") #HMMM
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<stages\\>)", replacement="stage")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<started\\>|\\<starting\\>|\\<starts\\>)",
39 replacement="start")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<statement\\>|\\<statements\\>|\\<states\\>|\\<stated\\>|\\<stated\\>)",
42 replacement="state")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<step1\\>|\\<step2\\>|\\<step3\\>|\\<step4\\>|\\<steps\\>|\\<step\\>)",
45 replacement="phase") #HMMMM CHECK THIS
46 OUT!!
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<stimulated\\>|\\<stimulating\\>|\\<stimuli\\>)",
49 replacement="stimulate") #HMMMM
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<stories\\>)", replacement="story")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<strongly\\>)", replacement="strong")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<structural\\>|\\<structured\\>|\\<structures\\>|\\<structuring\\>)",
56 replacement="structure")
57
58
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<studentcentered\\>|\\<studentdirected\\>)",
5 replacement="studentcentred")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<students\\>)", replacement="student")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<studied\\>|\\<studies\\>)", replacement="study")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<subjects\\>)", replacement="subject")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<subsequently\\>)", replacement="subsequent")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<successful\\>|\\<successfully\\>)",
16 replacement="success")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<suggested\\>)", replacement="suggest")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<summarized\\>|\\<summarizes\\>|\\<summarizing\\>|\\
21 \\<summary\\>)", replacement="summarize")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<supported\\>|\\<supporting\\>|\\<supports\\>|\\
24 \\<supportive\\>)", replacement="support")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<surrounding\\>|\\<surrounds\\>)",
27 replacement="surround")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<systematically\\>)", replacement="systematic")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\\<taken\\>|\\<takes\\>|\\<taking\\>|\\<took\\>)",
32 replacement="take")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<talked\\>|\\<talking\\>)", replacement="talk")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<targeted\\>|\\<targeting\\>|\\<targets\\>)",
37 replacement="target")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<tasks\\>)", replacement="task")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<coteacher\\>|\\<teacher's\\>|\\<teachers\\>|\\
42 \\<teaching\\>)", replacement="teacher")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<technological\\>|\\<technologies\\>)",
45 replacement="technology")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<terms\\>|\\<terminology\\>)", replacement="term")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<testing\\>|\\<tested\\>|\\<tests\\>)",
50 replacement="test")
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "(\\<thoughts\\>)", replacement="thought")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<topics\\>|\\<topical\\>)", replacement="topic")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<tracked\\>|\\<tracking\\>)", replacement="track")
57
58
59
60

```

```

allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<transformations\\>", replacement="transformation")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<translated\\>|\\<translates\\>",
replacement="translate")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<type\\>|\\<types\\>", replacement="type")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<typically\\>", replacement="typical")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<understanding\\>|\\<understandings\\>|\\<understood\\>",
replacement="understand")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<units\\>", replacement="unit")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<universityschool\\>", replacement="university")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<unlike\\>|\\<unlikely\\>", replacement="unlike")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<used\\>|\\<uses\\>|\\<using\\>", replacement="use")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<varieties\\>", replacement="variety")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<verbalization\\>|\\<verbally\\>",
replacement="verbal")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<viewed\\>|\\<viewing\\>|\\<views\\>",
replacement="view")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<way\\>|\\<ways\\>", replacement="way")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<word\\>|\\<words\\>", replacement="word")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<working\\>|\\<works\\>", replacement="work")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<writing\\>|\\<writings\\>|\\<written\\>",
replacement="write")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<yearold\\>|\\<years\\>", replacement="year")

##Specific for empirical
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<abilities\\>", replacement="ability")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<acorns\\>", replacement="acorn")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<adaptation\\>|\\<adapted\\>", replacement="adapt")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<adopted\\>|\\<adopts\\>", replacement="adopt")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<advanced\\>", replacement="complex")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
pattern = "\\<affecting\\>|\\<affects\\>", replacement="affect")
allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),

```



```

1
2
3 pattern = "(\\<affordances\\>|\\<affords\\>)", replacement="afford")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<amounts\\>)", replacement="amount")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<animals\\>)", replacement="animal")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<ants\\>)", replacement="ant")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<eating\\>|\\<eaten\\>|\\<ate\\>)", replacement="eat")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<approached\\>)", replacement="approach")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<areas\\>)", replacement="area")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<artistic\\>|\\<artworks\\>|\\<artwork\\>|\\<arts\\>|\\>)", replacement="art")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<asked\\>)", replacement="ask")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "(\\<assessments\\>|\\<assessment\\>|\\<assessed\\>|\\<assesses\\>)", replacement="assess")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<assistance\\>)", replacement="assist")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<assuming\\>|\\<assumed\\>)", replacement="assume")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<attributions\\>|\\<attributes\\>)", replacement="attribute")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<bags\\>)", replacement="bag")
30
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<bands\\>)", replacement="band")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<beans\\>)", replacement="bean")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<bears\\>)", replacement="bear")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<began\\>|\\<begun\\>)", replacement="begin")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<behaviours\\>|\\<behaviour\\>|\\<behave\\>)", replacement="behavior")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<bigger\\>)", replacement="big")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<birds\\>)", replacement="bird")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<blocks\\>)", replacement="block")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<boards\\>)", replacement="board")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<boiling\\>|\\<boiled\\>)", replacement="boil")
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "(\\<boxes\\>)", replacement="box")
53
54
55
56
57
58
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<boys\\>", replacement="boy")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "\\<bringing\\>|\\<brought\\>", replacement="bring")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "\\<broken\\>|\\<broke\\>", replacement="break")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "\\<buckets\\>", replacement="bucket")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "\\<building\\>|\\<build\\>", replacement="built")
13 #building not used as in 'house' but as the action of building
14 something
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "\\<butterflies\\>", replacement="butterfly")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "\\<called\\>", replacement="call")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "\\<captured\\>", replacement="capture")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "\\<capitalized\\>", replacement="capitalize")
23
24
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "\\<cartoonish\\>|\\<cartoonlike\\>|\\<cartoons\\>",
27 replacement="cartoon")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "\\<carvers\\>", replacement="carver")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "\\<cases\\>", replacement="case")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "\\<causal\\>", replacement="cause")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "\\<centers\\>", replacement="center")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "\\<checking\\>|\\<checked\\>", replacement="check")
38
39
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "\\<chicks\\>", replacement="chick")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "\\<clarifications\\>", replacement="clarification")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "\\<clips\\>", replacement="clip")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "\\<cleaning\\>", replacement="clean")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "\\<closely\\>|\\<closeness\\>", replacement="close")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "\\<clouds\\>", replacement="cloud")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "\\<coding\\>|\\<codes\\>", replacement="code")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "\\<collective\\>|\\<collaboration\\>|\\<collaborate\\
56 \\>", replacement="collaborative") # Is this ok?
57 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
58 pattern = "\\<collects\\>", replacement="collect")
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<colouring\\>|\\<coloured\\>|\\<coloring\\>|\\<colour\\
5 \\>|\\<colored\\>|\\<colors\\>)", replacement="color") # Is this ok?
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<coming\\>)", replacement="come")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<comments\\>)", replacement="comment")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<communitys\\>)", replacement="community")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<compared\\>|\\<compares\\>)", replacement="compare")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<competencies\\>)", replacement="competence")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<compressing\\>|\\<compressed\\>)",
18 replacement="compress")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<computertablets\\>)", replacement="computer")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<containers\\>)", replacement="container")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<contextualize\\>|\\<contextually\\>|\\<contextual\\>|
25 \\<contextensitive\\>)", replacement="contextual")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<continues\\>)", replacement="continue")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<contrasting\\>|\\<contrasted\\>)",
30 replacement="contrast")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<contributions\\>)", replacement="contribute") #Ok?
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<controlled\\>|\\<controls\\>)",
35 replacement="control")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<correspondence\\>|\\<corresponding\\>)",
38 replacement="correspond")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<counting\\>|\\<counts\\>)", replacement="count")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<countries\\>|\\<counts\\>)", replacement="country")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<covering\\>)", replacement="covered")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<cubes\\>)", replacement="cube")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<culturally\\>|\\<cultural\\>)",
49 replacement="culture")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<cups\\>)", replacement="cup")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<cutouts\\>)", replacement="cutout")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<debriefings\\>)", replacement="debrief")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "(\\<debriefings\\>)", replacement="debrief")
58 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
59 pattern = "(\\<debriefings\\>)", replacement="debrief")
60 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),

```

```

1
2
3 pattern = "(\\<demanding\\>)", replacement="demand")
4
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<details\\>)", replacement="detail")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\\<dialogic\\>)", replacement="dialogue")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<differentiating\\>)", replacement="differentiate")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<dinosaurs\\>)", replacement="dinosaur")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "(\\<discursive\\>)", replacement="discourse")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<distributed\\>|\\<distributing\\>)",
17 replacement="distribute")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<dispersal\\>)", replacement="disperse")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "(\\<displayed\\>)", replacement="display")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<document\\>)", replacement="documenting") #In this
24 corpus these two forms relate to children documenting
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<drinks\\>)", replacement="drink")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<driving\\>|\\<driven\\>)", replacement="drive")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "(\\<drew\\>)", replacement="draw")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<drops\\>)", replacement="drop")#as in pellet, not the
33 verb
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "(\\<dynamically\\>)", replacement="dynamic")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<eagerness\\>|\\<eagerly\\>)", replacement="dynamic")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<earths\\>|\\<earthlets\\>)", replacement="earth")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<eggs\\>)", replacement="egg")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<electrical\\>|\\<electricity\\>)",
44 replacement="electric")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<elements\\>)", replacement="element")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<elicitation\\>|\\<elicited\\>|\\<eliciting\\>)",
49 replacement="elicit")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<ellie\\>)", replacement="study_child")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<emerged\\>)", replacement="emerge")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<empirically\\>)", replacement="empirical")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "(\\<empirically\\>)", replacement="empirical")
58 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
59 pattern = "(\\<empirically\\>)", replacement="empirical")
60

```

```

1
2
3 pattern = "(\\<enabled\\>)", replacement="enable")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<enactments\\>|\\<act\\>)", replacement="enactment")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<encouraged\\>)", replacement="encourage")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<ended\\>)", replacement="end")
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<energy1\\>|\\<energy-a\\>)", replacement="energy")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<engagement\\>|\\<engaged\\>)", replacement="engage")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<enhanced\\>)", replacement="enhance")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<enquiry\\>)", replacement="inquiry")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<epistemology\\>)", replacement="epistemic")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "(\\<essentially\\>)", replacement="essential")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<evaporation\\>)", replacement="evaporate")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<events\\>)", replacement="event")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<examples\\>)", replacement="example")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<excerpts\\>)", replacement="excerpt")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\\<existence\\>|\\<existing\\>)", replacement="exist")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<feeders\\>)", replacement="feeder")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "(\\<filip\\>)", replacement="study_child")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<filling\\>|\\<filled\\>)", replacement="fill")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<finds\\>)", replacement="find")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<finally\\>)", replacement="final")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<fingerprints\\>)", replacement="fingerprint")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<firstgrade\\>)", replacement="primary")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<flew\\>)", replacement="fly")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<flowers\\>)", replacement="flower")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<follows\\>)", replacement="follow")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<foods\\>)", replacement="food")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<forces\\>)", replacement="force")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57
58
59
60

```

```

1 pattern = "\\<format\\>", replacement="form")
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<fostered\\>", replacement="foster")
5
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "\\<fourphase\\>", replacement="four phase")
8
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "\\<fivephase\\>", replacement="five phase")
11
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "\\<fourth\\>", replacement="four")
14
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "\\<freely\\>", replacement="free")
17
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "\\<frequencies\\>", replacement="frequency")
20
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "\\<frequently\\>", replacement="frequent")
23
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "\\<frida\\>", replacement="student_child")
26
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "\\<functionality\\>", replacement="function")
29
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "\\<gamelike\\>|\\<games\\>", replacement="game")
32
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "\\<gardening\\>|\\<gardens\\>", replacement="garden")
35
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "\\<gathered\\>", replacement="gather")
38
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "\\<gauging\\>", replacement="gauge")
41
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "\\<gauging\\>", replacement="gauge")
44
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "\\<generally\\>|\\<generalized\\>",
47 replacement="general")
48
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "\\<gets\\>", replacement="get")
51
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "\\<ginas\\>|\\<gina\\>", replacement="example_child")
54
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "\\<girls\\>", replacement="girl")
57
58 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
59 pattern = "\\<got\\>", replacement="get")
60
61 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
62 pattern = "\\<gravitational\\>", replacement="gravity")
63
64 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
65 pattern = "\\<group-togroup\\>|\\<smallgroup\\>|\\<wholegroup\\>",
66 replacement="group")
67
68 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
69 pattern = "\\<growing\\>|\\<growth\\>", replacement="grow")
70
71 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
72 pattern = "\\<habitats\\>", replacement="habitat")
73
74 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
75 pattern = "\\<hairy\\>", replacement="hair")
76
77 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
78 pattern = "\\<hands\\>", replacement="hand")
79
80 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),

```

```

1
2
3 pattern = "(\\<hanna\\>)", replacement="study_child")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<hannah\\>)", replacement="study_teacher")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<happened\\>|\\<happening\\>|\\<happens\\>)",
8 replacement="happen")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<helped\\>|\\<helpful\\>|\\<helps\\>)",
11 replacement="help")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<holes\\>)", replacement="hole")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<homes\\>)", replacement="home")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<humans\\>)", replacement="human")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<illustration\\>|\\<illustrating\\>|\\<illustrates\\
20 \\>)", replacement="illustrate")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<images\\>)", replacement="image")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<imagining\\>|\\<imaginary\\>)",
25 replacement="imagination")
26
27
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<implementation\\>|\\<implemented\\>|\\<implementing\\
30 \\>|\\<implements\\>)", replacement="implement")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<improved\\>)", replacement="improve")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<impulses\\>)", replacement="impuls")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<inclines\\>)", replacement="incline")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<indoors\\>)", replacement="indoor")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<ingredients\\>)", replacement="ingredient")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<intuitions\\>|\\<intuitively\\>)",
43 replacement="intuition")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<invited\\>|\\<invites\\>)", replacement="invite")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<invoked\\>)", replacement="invoke")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<issues\\>)", replacement="issue")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<items\\>)", replacement="item")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<journaling\\>|\\<journals\\>)",
54 replacement="journal")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<keeping\\>|\\<kept\\>)", replacement="keep")
57 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
58
59
60

```

```

1 pattern = "\\<largest\\>", replacement="large")
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<larvae\\>", replacement="larvae")
5
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "\\<layered\\>|\\<layers\\>", replacement="layer")
8
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "\\<lead\\>|\\<led\\>", replacement="leadership")
11 #The issue of leaves, leaving, and left. In excerpts, forms of the
12 verbe "to leave" where changed to "leaving". Leaves as in plant
13 material was not changed. Left as in non-right was unchanged.
14 #This changes were done directly in excerpts after reading the
15 context.
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "\\<lets\\>", replacement="let")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "\\<lifted\\>|\\<lifting\\>", replacement="lift") #as in
20 the action of raising the potential energy of an object, not the
21 object of transportation
22 #light as in not heavy changed to non_heavy, light as physical
23 phenomenon kept, in light of -> in_light_of. Changed directly in
24 excerpts.
25 #like split into like (as likeness) and like (as an affective verb
26 -> like_affect)
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "\\<likewise\\>", replacement="like")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "\\<limited\\>|\\<limits\\>", replacement="limit")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "\\<liquids\\>", replacement="liquid")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "\\<long\\>", replacement="longterm")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "\\<lower\\>", replacement="low")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "\\<mapped\\>", replacement="map") #as in the action
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "\\<maximally\\>", replacement="maximal") #interesting
41 use...
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "\\<mealworms\\>", replacement="mealworm")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "\\<mechanized\\>", replacement="mechanical")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "\\<meetings\\>", replacement="meeting")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "\\<melted\\>", replacement="melting")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "\\<metacognitive\\>", replacement="metacognition")
52 #met as in had a meeting changed directly in excerpts.
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "\\<methodological\\>", replacement="methodology")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "\\<midjune\\>|\\<midjanuary\\>",
57 replacement="study_month")
58
59
60

```



```

1
2
3 #min as in minutes changes directly in excerpts. Always
4 [number]_minute, as in 20_minute
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "\\<mixed\\>", replacement="mixing") #as in mixing
7 materials together.
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "\\<moles\\>", replacement="mole") #as in the animal not
10 the number
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "\\<motioning\\>", replacement="motioned")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "\\<motivate\\>|\\<motivating\\>",
15 replacement="motivation")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "\\<mounted\\>", replacement="mount") #as in mounting
18 something on a case
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "\\<moved\\>|\\<movement\\>", replacement="move")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "\\<movies\\>", replacement="movie")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "\\<nearby\\>", replacement="near")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "\\<nests\\>", replacement="nest")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "\\<newtonian\\>", replacement="newton")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "\\<noises\\>", replacement="noise")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "\\<noticed\\>", replacement="notice")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "\\<objectives\\>", replacement="objective")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "\\<obtained\\>", replacement="obtain")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "\\<occurred\\>|\\<occurs\\>", replacement="occur")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "\\<offered\\>", replacement="offer")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "\\<older\\>|\\<olds\\>", replacement="old")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "\\<opened\\>", replacement="open")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "\\<operating\\>", replacement="operate")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "\\<orders\\>", replacement="order") #as in putting
49 things in order
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "\\<organising\\>|\\<organised\\>|\\<organisational\\>|\\
52 \\<organize\\>", replacement="organise")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "\\<ornithologists\\>", replacement="ornithologist")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "\\<outdoors\\>", replacement="outdoor")
57
58
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<painter\\>|\\<painting\\>)", replacement="paint")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<pennies\\>)", replacement="penny")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\\<performance\\>)", replacement="perform") #as in doing
9 something for others to see.
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\\<petting\\>)", replacement="pet")
12 # "physical science" -> physics, physical as related to physics ->
13 "physics". All other instances of "physical" kept. Changes done
14 directly in excerpts.
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<pieces\\>)", replacement="piece")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<pigs\\>)", replacement="pig")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<planting\\>)", replacement="plant")
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<pointing\\>)", replacement="point")
23 #pose as in pose questions changed to ask in excerpt.
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<possibly\\>)", replacement="possible")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<potentially\\>)", replacement="potential")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<programs\\>)", replacement="program")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\\<promoted\\>|\\<promoting\\>)", replacement="promote")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<prompting\\>)", replacement="prompt")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "(\\<purposes\\>)", replacement="purpose")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<pushing\\>)", replacement="push")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "(\\<puzzling\\>)", replacement="puzzle")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "(\\<rains\\>|\\<rainfall\\>)", replacement="rain")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "(\\<randomly\\>)", replacement="random")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "(\\<ranged\\>)", replacement="range")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<ratings\\>)", replacement="rating")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<reactions\\>)", replacement="react")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<readings\\>|\\<reading\\>|\\<read\\>)",
52 replacement="read")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<readily\\>)", replacement="ready")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "(\\<reasons\\>)", replacement="reason")
57
58
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<recalling\\>", replacement="recall")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "\\<received\\>", replacement="receiving")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "\\<recognised\\>", replacement="recognise")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "\\<records\\>", replacement="record")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "\\<resonant\\|\\<resonated\\>", replacement="resonate")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "\\<respects\\>", replacement="respect")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "\\<responding\\|\\<responded\\|\\<responds\\>",
17 replacement="respond")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "\\<resulted\\>", replacement="result")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "\\<returning\\>", replacement="return")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "\\<revealed\\>", replacement="reveal")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "\\<rocks\\>", replacement="rock")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "\\<routes\\>", replacement="route")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "\\<routines\\>", replacement="routine")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "\\<safely\\>", replacement="safety")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "\\<samples\\>", replacement="sample")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "\\<sandy\\>", replacement="sand")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "\\<saw\\>|\\<seeing\\>|\\<seen\\>", replacement="see")
38 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
39 pattern = "\\<says\\>|\\<said\\>", replacement="say")
40 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
41 pattern = "\\<scales\\>", replacement="scale")
42 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
43 pattern = "\\<schooling\\>", replacement="school")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "\\<seasonal\\>|\\<seasons\\>", replacement="season")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "\\<sections\\>", replacement="section")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "\\<seeds\\>", replacement="seed")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "\\<senses\\>", replacement="sense")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "\\<separated\\>|\\<seperately\\>",
54 replacement="separate")
55 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
56 pattern = "\\<sequences\\>", replacement="sequence")
57
58
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "(\\<sat\\>|\\<setting\\>)", replacement="set") #as in the
5 act of setting stuff up
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<shapes\\>)", replacement="shape")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<sharable\\>|\\<sharing\\>|\\<shared\\>)",
10 replacement="share")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<shells\\>)", replacement="shell")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "(\\<significance\\>)", replacement="significant")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\\<sixth\\>)", replacement="six")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\\<slowmations\\>)", replacement="slowmation")
19 #small groups and small group changed to smallgroup directly in
20 excerpts.
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<smelling\\>|\\<smelly\\>)", replacement="smell")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<snails\\>)", replacement="snail")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<snowfall\\>)", replacement="snow")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<somethings\\>)", replacement="something")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "(\\<songs\\>)", replacement="song")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<sorted\\>)", replacement="sort")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<spanned\\>)", replacement="spans")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<spanned\\>)", replacement="spans")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<specifically\\>)", replacement="specific")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<speeding\\>)", replacement="speed")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<spilled\\>)", replacement="spill")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<splits\\>)", replacement="split")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<spontaneously\\>)", replacement="spontaneous")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<spots\\>)", replacement="spot")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<squeezed\\>)", replacement="squeeze")
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "(\\<standardize\\>|\\<standards\\>)",
53 replacement="standard")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<stereotypical\\>)", replacement="stereotype")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "(\\<stopped\\>)", replacement="stop")
58 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
59
60

```

```

1
2
3 pattern = "(\\<stored\\>)", replacement="store")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<strategies\\>|\\<strategic\\>)",
6 replacement="strategy")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\\<strengths\\>)", replacement="strength")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<stretching\\>|\\<stretched\\>)",
11 replacement="stretch")
12 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
13 pattern = "(\\<striped\\>)", replacement="stripes")
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<striving\\>)", replacement="strive")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<suitability\\>)", replacement="suitable")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<survive\\>)", replacement="survival")
20 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
21 pattern = "(\\<stretching\\>|\\<stretched\\>)",
22 replacement="stretch")
23 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
24 pattern = "(\\<symbolic\\>|\\<symbols\\>)", replacement="symbol")
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "(\\<table2\\>|\\<table1\\>)", replacement="table")
27 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
28 pattern = "(\\<teams\\>)", replacement="team")
29 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
30 pattern = "(\\<tells\\>)", replacement="tell")
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<textbook\\>|\\<texts\\>)", replacement="text")
33 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
34 pattern = "(\\<things\\>)", replacement="thing")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\\<thinking\\>|\\<thinks\\>)", replacement="think")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<tools\\>)", replacement="tool")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<totally\\>)", replacement="total")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<towards\\>)", replacement="toward")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<toys\\>)", replacement="toy")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<tracing\\>)", replacement="trace")
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<tracks\\>)", replacement="track")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<training\\>)", replacement="train")
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "(\\<transformed\\>)", replacement="transform")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "(\\<transitioning\\>|\\<transitioned\\>)",
55 replacement="transition")
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "(\\<transitioning\\>|\\<transitioned\\>)",
58 replacement="transition")
59 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
60

```

```

1
2
3 pattern = "(\\<triggered\\>)", replacement="triggers")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\\<trying\\>)", replacement="try")
6 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
7 pattern = "(\\<tubs\\>)", replacement="tub")
8 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
9 pattern = "(\\<turned\\>)", replacement="turn") #as in focused their
10 attention on, whereas "turns" relates to taking turns.
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<twisting\\>|\\<twisted\\>)", replacement="twist") #as
13 in the action of turning something, not "with a twist".
14 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
15 pattern = "(\\<underlying\\>)", replacement="underlie")
16 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
17 pattern = "(\\<utilizing\\>|\\<utilized\\>)", replacement="utilize")
18 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
19 pattern = "(\\<valuable\\>|\\<valuing\\>|\\<valued\\>|\\<values\\
20 \\>)", replacement="value") #hmmm..
21 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
22 pattern = "(\\<variables\\>)", replacement="variable") #as in
23 concept of "a variable" parameter
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<vignettes\\>)", replacement="vignette")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<vocabularies\\>)", replacement="vocabulary")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<went\\>)", replacement="go")
30 #whats changed to what is
31 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
32 pattern = "(\\<walked\\>|\\<walks\\>|\\<walking\\>)",
33 replacement="walk") # as in either "to walk" and "a walk".
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "(\\<wanted\\>)", replacement="want")
36 #wasnt changed to was not in excerpt
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\\<watching\\>)", replacement="watch")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<weeks\\>|\\<weekly\\>)", replacement="week")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<watching\\>)", replacement="watch")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<wooden\\>)", replacement="wood")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\\<worked\\>)", replacement="work") #but not "workers"
47 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
48 pattern = "(\\<worlds\\>)", replacement="world")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "(\\<younger\\>)", replacement="young")
51
52
53
54
55
56
57 #Splitting words. Since we removed hyphens, some words need to be
58 split.
59 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
60

```

```

1
2
3 pattern = "(\\<subtopic\\>|\\<subtopics\\>)", replacement="sub
4 topic")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "(\\<threephase\\>)", replacement="three phase")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\\<twophase\\>)", replacement="two phase")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "(\\<threeweek\\>)", replacement="three week")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "(\\<videotaped\\>)", replacement="video taped")
13 #theres (as in there's) changed to "there is" directly in excerpts
14
15
16
17
18 #Specific names -> function in study
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\\<james\\>)", replacement="example_child")
21 #example_child is a fictional child used in instructional materials.
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\\<tom\\>)", replacement="example_child")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\\<john\\>)", replacement="example_child")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\\<gina\\>)", replacement="example_child")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\\<tony\\>)", replacement="example_child")
30
31
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\\<lilly\\>)", replacement="example_animal")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "(\\<thelmas\\>)", replacement="example_animal")
36 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
37 pattern = "(\\<jane\\>)", replacement="study_scientist") #a
38 rolemodel for children in the study??
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\\<peter\\>)", replacement="study_scientist")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\\<chris\\>)", replacement="study_scientist")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\\<johannah\\>)", replacement="study_child") #a child
45 observed and analysed in the study
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "(\\<lily\\>)", replacement="study_child")
48 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
49 pattern = "(\\<lucy\\>)", replacement="study_child")
50 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
51 pattern = "(\\<markus\\>)", replacement="study_child")
52 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
53 pattern = "(\\<simon\\>)", replacement="study_child")
54 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
55 pattern = "(\\<susie\\>|\\<susies\\>|\\<susieastheball\\>|\\<susie3\\
56 \\>)", replacement="study_child")
57 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
58 pattern = "(\\<cora\\>)", replacement="study_teacher")
59
60

```

```

1
2
3 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
4 pattern = "\\<mrstreadwell\\>", replacement="study_teacher")
5 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
6 pattern = "\\<mrscasey\\>", replacement="study_teacher")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "\\<becky\\>", replacement="study_teacher")
9 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
10 pattern = "\\<shane\\>", replacement="study_teacher")
11 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
12 pattern = "\\<ppts\\>", replacement="study_teacher")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "\\<pts\\>", replacement="study_teacher")
15
16
17 #Changed Child: and other instances of named or specific children
18 that appear in studies to "study_child".
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "\\<wouassammeeschtendran\\>", replacement="non-english-
21 sentence")
22
23
24 ##SYNONYMS
25 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
26 pattern = "\\<Theoretical\\>|\\<theories\\>|\\<theories\\>|\\
27 \\<theory\\>", replacement="theory")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "\\<certain\\>", replacement="specific")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "\\<elementary\\>", replacement="primary")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "\\<constitue element\\>", replacement="phase")
34 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
35 pattern = "\\<inquiry_based\\>|\\<inquirybased\\>|\\<inquiryframed\\
36 \\>|\\<inquiryoriented\\>", replacement="ibse")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "\\<directed\\>|\\<directing\\>|\\<direct\\>|\\
39 \\<instructed\\>|\\<instruct\\>|\\<steer\\>)",
40 replacement="instruct_guide")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "\\<curiosity\\>|\\<interesting\\>|\\<interests\\>|\\
43 \\<interests\\>|\\<interested\\>)", replacement="interest")
44 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
45 pattern = "\\<instructors\\>", replacement="educators")
46 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
47 pattern = "\\<teacher trainer\\>|\\<pilot centre trainer\\>|\\<the
48 trainer\\>)", replacement="teacher_trainer")
49 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
50 pattern = "\\<kids\\>", replacement="child")
51 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
52 pattern = "\\<likely\\>|\\<probably\\>)", replacement="probable")
53 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
54 pattern = "\\<lives\\>|\\<live\\>)", replacement="live_habitat")
55 #lives as in plural of life -> life.
56 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
57 pattern = "\\<pretence\\>|\\<pretend\\>|\\<pretending\\>|\\
58
59
60

```



```

1
2
3 \<makebelieve\>|\<played\>|\<playing\>)", replacement="play")
4 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
5 pattern = "(\<onus\>|\<responsibilities\>)",
6 replacement="responsibility")
7 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
8 pattern = "(\<papers\>)", replacement="article") #papers in plural
9 only used as articles in excerpts.
10 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
11 pattern = "(\<photographing\>|\<photographer\>|\<photographed\>|\<photos\>|\<photo\>|\<pictogram\>|\<pictures\>)",
12 replacement="picture")
13 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
14 pattern = "(\<playdough\>)", replacement="playdoh")
15 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
16 pattern = "(\<prints\>)", replacement="print")
17 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
18 pattern = "(\<previously\>|\<prior\>)", replacement="previous")
19 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
20 pattern = "(\<immediately\>|\<promptly\>)",
21 replacement="immediate")
22 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
23 pattern = "(\<pupils\>|\<learners\>)", replacement="pupil")
24 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
25 pattern = "(\<reasoning\>)", replacement="thinking")
26 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
27 pattern = "(\<schoolyard\>)", replacement="playground")
28 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
29 pattern = "(\<sciencey\>)", replacement="sciencelike")
30 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
31 pattern = "(\<book\>)", replacement="text")
32 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
33 pattern = "(\<at times\>|\<at other times\>)",
34 replacement="sometimes")
35 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
36 pattern = "(\<track\>|\<trace\>)", replacement="track_trace")
37 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
38 pattern = "(\<tubs\>|\<bathtub\>)", replacement="tub")
39 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
40 pattern = "(\<tv\>)", replacement="television")
41 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
42 pattern = "(\<vs\>)", replacement="versus")
43 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
44 pattern = "(\<secondgrade\>)", replacement="2ndgrade")
45 allTheoretical <- tm_map(allTheoretical, content_transformer(gsub),
46 pattern = "(\<first graders\>)", replacement="1stgrade")
47
48
49
50
51
52

```

#These words either provide no meaning or are used so many times that they obscure relevant signals.

```

53
54
55 wordstoremove<-
56 c(stopwords("english"),"can","also","although","may","maybe","moreov
57 er","mostly","onto","per se", "really","therefore","though","thus",
58
59
60

```

```

1
2
3 "xl011","xl021","xl051","xl071","xn011","xn031","xn051","xn071","xq0
4 11","xq031","xq041","xq051","xs021","xs091","xs111","xs121",
5 "2013appendixfp10","20132014","1b","p234","p141")
6
7
8
9
10

```

```

11 #Cleaning up..
12
13

```

```

14 #allFilesx <- tm_map(allFilesx, removeWords, c("endoffile"))
15 allTheoretical<-tm_map(allTheoretical,stripWhitespace)
16

```

```

17 #Function to help make linguistic networks
18 #It returns an list of edges in a directed network
19 myWordNetwork <- function (txt,j.words) {
20   # Clean data
21   #remove capitalization
22   #corpus.temp      <- tm_map(corpus, tolower)
23   #Remove punctuations and other unnecessary things
24   #corpus.removed.punc <- tm_map(corpus.temp, removePunctuation)
25   #Remove numbers
26   #corpus.removed.numb <- tm_map(corpus.removed.punc,
27 removeNumbers)
28   #Remove Whitespaces
29   #corpus.removed.white <- tm_map(corpus.removed.punc,
30 stripWhitespace)
31   #corpus
32   <- Corpus(DataframeSource(data.frame(data)))
33

```

```

34   #prepare for stemming (language is english, but TM has a package
35 for other
36   #languages)
37   #corpus.temp <- corpus.removed.white
38   #corpus.copy <- corpus.temp
39   #corpus.temp <- tm_map(corpus.temp, stemDocument, language =
40 language)
41   #corpus.final <- tm_map(corpus.temp, stemCompletion,
42   #
43   dictionary = corpus.copy)
44   #corpus.final<-corpus.temp
45   #Prepare to remove "stopwords" such as "A", "The", e.t.c.
46   # keep "declarative words"
47   #my.stopwords <- stopwords("english")
48   #my.stopwords <- my.stopwords[!(my.stopwords %in% j.words)]
49   #Remove stopwrods
50   #corpus.crop <-
51 tm_map(corpus.removed.white,removeWords,c(my.stopwords))
52

```

```

53   # Create edge list for export
54   edge.list <-strsplit(as.matrix(txt), split = " ")[[1]]
55   #Remove unnecessary
56   #edge.list<-as.matrix(corpus.final[[1]])
57   #edge.list <- edge.list[edge.list!=""]
58   #edge.list<-strsplit(edge.list,split=" ")
59
60

```

```

1
2
3   # index of "declarative words" (the -1 is because we're removing
4   first and
5   # last word to make it into a word-network
6   node.num <- length(edge.list[!(edge.list %in% j.words)]) - 1
7   #Create matrix to be exported
8   export.edge.list <- array("",dim=c(node.num,2))
9   #Set column names as per Gephi requirements
10  #colnames(export.edge.list) <- c("Source","Target","Label")
11  # Put source word except the "joining words into the matrix to be
12  exported
13  export.edge.list[,1] <- edge.list[!(edge.list %in% j.words)][-
14  length(edge.list[!(edge.list %in% j.words)])]
15  # put the target word except the "joining words into the matrix to
16  be exported
17  export.edge.list[,2] <- edge.list[!(edge.list %in% j.words)][-1]
18
19
20  #Go through the joining words and put them in
21  # for(i in j.words) {
22  #   for (j in which(edge.list %in% i)) {
23  #     export.edge.list[j - sum(!which(edge.list %in% j.words) > j),
24  3] <- i
25  #   }
26  # }
27  return(export.edge.list)
28 }
29 #Applying the function to each excerpt
30
31 edgelistsTheoretical<-
32 lapply(allTheoretical,myWordNetwork,j.words=wordstoremove)
33 graphsTheoretical<-list()
34 for (i in 1:35){
35   graphsTheoretical[[i]]<-
36   graph.edgelist(edgelistsTheoretical[[i]],directed=T)
37 }
38
39
40 #Bind all excerpts together to a single edge list
41
42 allEdgeTheoretical<-
43 rbind(edgelistsTheoretical[[1]],edgelistsTheoretical[[2]],edgelistsTheoretical[[3]],edgelistsTheoretical[[4]],edgelistsTheoretical[[5]],edgelistsTheoretical[[6]],edgelistsTheoretical[[7]],edgelistsTheoretical[[8]],edgelistsTheoretical[[9]],edgelistsTheoretical[[10]],
44
45 edgelistsTheoretical[[11]],edgelistsTheoretical[[12]],edgelistsTheoretical[[13]],edgelistsTheoretical[[14]],edgelistsTheoretical[[15]],edgelistsTheoretical[[16]],edgelistsTheoretical[[17]],edgelistsTheoretical[[18]],edgelistsTheoretical[[19]],edgelistsTheoretical[[20]],
46
47 edgelistsTheoretical[[21]],edgelistsTheoretical[[22]],edgelistsTheoretical[[23]],edgelistsTheoretical[[24]],edgelistsTheoretical[[25]],edgelistsTheoretical[[26]],edgelistsTheoretical[[27]],edgelistsTheoretical[[28]],edgelistsTheoretical[[29]],edgelistsTheoretical[[30]],
48
49 edgelistsTheoretical[[31]],edgelistsTheoretical[[32]],edgelistsTheoretical[[33]],edgelistsTheoretical[[34]],edgelistsTheoretical[[35]]
50
51
52
53
54
55
56
57
58
59
60

```

```

etical[[33]],edgelistsTheoretical[[34]],edgelistsTheoretical[[35]])

#make separate networks for each article. Not used in manuscript
articlesT<-lapply(edgelistsTheoretical,graph.edgelist,directed=T)
for (i in 1:length(articlesT)){
  E(articlesT[[i]])$weight<-1
  articlesT[[i]]<-simplify(articlesT[[i]],edge.attr.comb="sum")
  articlesT[[i]]<-
delete.vertices(articlesT[[i]],which(V(articlesT[[i]])
$name=="break"))
}

article01T<-graph.edgelist(edgelistsTheoretical[[1]],directed=T)
article02T<-graph.edgelist(edgelistsTheoretical[[2]],directed=T)
article03T<-graph.edgelist(edgelistsTheoretical[[3]],directed=T)
article04T<-graph.edgelist(edgelistsTheoretical[[4]],directed=T)
article05T<-graph.edgelist(edgelistsTheoretical[[5]],directed=T)
article06T<-graph.edgelist(edgelistsTheoretical[[6]],directed=T)
article07T<-graph.edgelist(edgelistsTheoretical[[7]],directed=T)
article08T<-graph.edgelist(edgelistsTheoretical[[8]],directed=T)
article09T<-graph.edgelist(edgelistsTheoretical[[9]],directed=T)
article10T<-graph.edgelist(edgelistsTheoretical[[10]],directed=T)
article11T<-graph.edgelist(edgelistsTheoretical[[11]],directed=T)
article12T<-graph.edgelist(edgelistsTheoretical[[12]],directed=T)
article13T<-graph.edgelist(edgelistsTheoretical[[13]],directed=T)
article14T<-graph.edgelist(edgelistsTheoretical[[14]],directed=T)
article15T<-graph.edgelist(edgelistsTheoretical[[15]],directed=T)
article16T<-graph.edgelist(edgelistsTheoretical[[16]],directed=T)
article17T<-graph.edgelist(edgelistsTheoretical[[17]],directed=T)
article18T<-graph.edgelist(edgelistsTheoretical[[18]],directed=T)
article19T<-graph.edgelist(edgelistsTheoretical[[19]],directed=T)
article20T<-graph.edgelist(edgelistsTheoretical[[20]],directed=T)
article21T<-graph.edgelist(edgelistsTheoretical[[21]],directed=T)
article22T<-graph.edgelist(edgelistsTheoretical[[22]],directed=T)
article23T<-graph.edgelist(edgelistsTheoretical[[23]],directed=T)
article24T<-graph.edgelist(edgelistsTheoretical[[24]],directed=T)
article25T<-graph.edgelist(edgelistsTheoretical[[25]],directed=T)
article26T<-graph.edgelist(edgelistsTheoretical[[26]],directed=T)
article27T<-graph.edgelist(edgelistsTheoretical[[27]],directed=T)
article28T<-graph.edgelist(edgelistsTheoretical[[28]],directed=T)
article29T<-graph.edgelist(edgelistsTheoretical[[29]],directed=T)
article30T<-graph.edgelist(edgelistsTheoretical[[30]],directed=T)
article31T<-graph.edgelist(edgelistsTheoretical[[31]],directed=T)
article32T<-graph.edgelist(edgelistsTheoretical[[32]],directed=T)
article33T<-graph.edgelist(edgelistsTheoretical[[33]],directed=T)
article34T<-graph.edgelist(edgelistsTheoretical[[34]],directed=T)
article35T<-graph.edgelist(edgelistsTheoretical[[35]],directed=T)
#make combined network

allNetTheoretical<-graph.edgelist(allEdgeTheoretical,directed=T)
E(allNetTheoretical)$weight<-1
allNetTheoretical<-delete.vertices(allNetTheoretical,v =
which(V(allNetTheoretical)$name=="break"))

```

```
1
2
3 allNetTheoretical<-
4 simplify(allNetTheoretical,remove.multiple=T,edge.attr.comb=list(wei
5 ght="sum"))
6 prT<-page.rank(allNetTheoretical)
7 V(allNetTheoretical)$pr<-prT$vector
8 sort(prT$vector,decreasing = T)[1:10]
9 fgT<-fastgreedy.community(as.undirected(allNetTheoretical))
10 write.csv(V(allNetTheoretical)$name,"listNodesTheoretical.csv")
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
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48
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50
51
52
53
54
55
56
57
58
59
60
```

For Peer Review Only

```

1
2
3 #Backbone extraction
4 #Not finished
5
6 backboneNetwork<-function(g,alpha,evalFunc){
7     #Returns a backbone network based on LANS.
8     #g is a weighted perhaps directed graph
9     #alpha is the significance level for links
10    #First, convert graph to adjacency matrix
11
12    A<-get.adjacency(g,attr="weight")
13    A<-as.matrix(A)
14    #Now, convert this matrix to a probability matrix,p-matrix.
15    The function rowSums(A) returns a vector with the sum of all the
16    entries in a row
17    p<-A/rowSums(A)
18    #Apparently, R interprets this division in the following
19    way: Divide each row, i, in A with the corresponding i'th entry in
20    the vector.
21    #Nonparametric sparsification (Foti et.al, 2011 in PLOS
22    ONE)
23
24    #This is the evaluation function. It takes a vector of
25    probabilities, Q, and compares each entry with the other entries in
26    the vector.
27    #It returns the number of entries that are less than or
28    equal to the i'th entry.
29    F_hat<-function(Q){
30        x<-vector()
31        for(j in 1:length(Q)){
32            x[j]<-length(which(Q!=0 & Q<=Q[j]))/length(which(Q>0))
33        }
34        return(x)
35    }
36    #The following produces a matrix, sigMatrix, with values 1
37    for the links that are to be kept and 0 for the links that we throw
38    away.
39    sigMatrix<-matrix(nrow = length(V(g)), ncol=length(V(g)))
40    for(i in 1:length(V(g))){
41        sigMatrix[i,]<-F_hat(p[i,])
42    }
43    sigMatrix2<-sigMatrix >= 1 - alpha
44
45    mode(sigMatrix2)<-"numeric"
46    sigMatrix2[is.na(sigMatrix2)] <- 0
47    #Now multiply the original adjacency matrix with sigMatrix
48    to get rid of the insignificant links
49    B<-sigMatrix2*A
50
51    if(evalFunc==1){
52        #directed
53        h<-graph.adjacency(B,mode=c("directed"),weighted=TRUE)
54        V(h)$id<-V(g)$id
55    }
56
57
58
59
60

```

```

1
2
3
4      }
5      else{
6
7          #soft
8          h<-
9      graph.adjacency(B,mode=c("max"),weighted=TRUE)
10         V(h)$id<-V(g)$id
11     }
12
13
14
15     #h<-as.undirected(h, mode = c("collapse"),edge.attr.comb = "min")
16
17
18     return(h)
19 }
20
21
22 #Alpha<-function(Q){
23 #   x<-vector()
24 #   for(j in 1:length(Q)){
25 #     x[j]<-(1-Q[j])**((length(which(Q>0))-1)
26 #   }
27 #   return(x)
28 #}
29
30
31 #sigMatrix<-matrix(nrow = length(V(g)), ncol=length(V(g)))
32 #for(i in 1:length(V(g))){
33 #   sigMatrix[i,]<-Alpha(p[i,])
34
35 #}
36 #sigMatrix2<-sigMatrix < alpha
37 #mode(sigMatrix2)<-"numeric"
38 #sigMatrix2[is.na(sigMatrix2)] <- 0
39 #Now multiply the original adjacency matrix with sigMatrix to get
40 rid of the insignificant links
41 #B<-sigMatrix2*A
42 #Now create a graph from the new matrix.
43 #h<-graph.adjacency(B,mode=c("lower"),weighted=TRUE)
44 #V(h)$id<-V(g)$id
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

```