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Teacher Perceptions and Readiness for Integrating AI-powered Learning Platforms into Chinese Classroom Practice

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Abstract: The integration of artificial intelligence (AI) into education is transforming teaching and learning, particularly in China, where national strategies have accelerated the deployment of AI-powered learning platforms. These technologies offer personalized instruction and data-driven insights but require significant shifts in pedagogical practice. This study investigates Chinese teachers' perceptions and readiness for adopting AI in classrooms, a critical factor in the success of such innovations. Using a cross-sectional quantitative design with data from 500 K-12 teachers across China, the study reveals a dual reality: while teachers acknowledge the benefits of AI—such as enhanced personalized learning and reduced administrative workload—they express deep concerns over ethical issues like student data privacy and feel unprepared to integrate AI into their pedagogy. Findings highlight a significant gap between positive perceptions and practical readiness, driven by inadequate training, limited institutional support, and insufficient professional development. The study employs theoretical frameworks such as TAM and CBAM to contextualize these findings and recommends comprehensive teacher-centered policies, ethical guidelines, and participatory platform design to ensure responsible and effective AI integration. By foregrounding the human element in technological adoption, this research contributes to the growing discourse on AIEd and provides practical insights for policymakers, developers, and educational leaders seeking to align innovation with teacher empowerment.

Keywords: Artificial intelligence, teacher readiness, educational technology, classrooms, technology acceptance model

1. Introduction

The landscape of education is undergoing a profound transformation, driven by the rapid advancements in artificial intelligence (AI). As AI technologies become more sophisticated, their potential to revolutionize teaching and learning processes is becoming increasingly evident. AI-powered learning platforms, in particular, offer a range of tools designed to personalize instruction, automate administrative tasks, and provide data-driven insights into student performance (Almuhanna, 2024). These platforms can adapt to individual student needs, offering customized content and feedback, thereby moving beyond the traditional one-size-fits-all approach to education (Chan & Tang, 2024). The integration of such technologies holds the promise of enhancing student engagement, improving academic outcomes, and fostering a more dynamic and responsive educational environment. This is especially relevant in the context of Chinese education, a system known for its emphasis on rigorous academic standards and a large student population, where personalized instruction can be particularly challenging to implement at scale.

China has been at the forefront of AI development, with a national strategy aimed at becoming a global leader in the field by 2030 (Liu, 2025). This national push has significant implications for the country's education sector, as the government encourages the adoption of AI-driven solutions to modernize its classrooms. Numerous companies have developed AI-powered platforms tailored for the Chinese market, offering features such as intelligent tutoring systems, automated grading, and personalized learning paths (Guan et al., 2024). These platforms are being piloted and implemented in various schools across the country, creating a new paradigm for teaching and learning. However, the

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successful integration of these technologies is not merely a matter of hardware and software; it hinges critically on the human element specifically, the teachers who are tasked with using these tools in their daily practice.

Teacher perceptions and readiness are pivotal factors in the adoption of any new educational technology (Ozan Filiz et al., 2025). If teachers are skeptical, unprepared, or resistant, even the most advanced AI platforms are likely to fail in their intended purpose. Research has shown that a teacher's attitude towards technology is a strong predictor of their willingness to use it in the classroom (Almuhanna, 2024). This is especially true for AI, which can be perceived as complex, threatening, or even a potential replacement for human instructors. Teachers may harbor concerns about the reliability of AI, the ethical implications of using student data, or the potential for these platforms to depersonalize the learning experience (Pan & Wang, 2025). Their readiness, on the other hand, involves having the necessary skills, knowledge, and support to effectively integrate AI into their pedagogical strategies. This includes not only technical proficiency but also a deep understanding of how AI can complement and enhance their teaching, rather than simply replacing traditional methods.

The specific context of Chinese classrooms adds another layer of complexity. The Chinese education system is often characterized by a strong emphasis on standardized testing, a large class size, and a highly structured curriculum. Teachers operate under significant pressure to meet academic targets, and they may be hesitant to experiment with new technologies that could disrupt their established routines (Chan & Tang, 2024). The integration of AI platforms requires a shift from a teacher-centric to a more student-centric approach, where the teacher acts as a facilitator and guide rather than the sole source of information. This pedagogical shift can be challenging and may require extensive professional development and institutional support (Liu, 2025). Furthermore, the cultural context of Chinese education, which values respect for authority and traditional teaching methods, may influence how teachers perceive and adopt these innovative tools.

Despite the growing prevalence of AI in education, there is a significant gap in the literature regarding the specific perceptions and readiness of Chinese teachers for integrating these platforms into their classroom practice (Yue et al., 2024). While some studies have explored the general adoption of technology in Chinese schools, few have focused specifically on the unique challenges and opportunities presented by AI-powered learning platforms (Kim, 2024). Understanding these factors is crucial for policymakers, school administrators, and technology developers who wish to ensure that AI is integrated in a manner that is both effective and sustainable. Without this understanding, there is a risk that AI platforms will be adopted superficially, failing to realize their full potential and potentially exacerbating existing inequalities in the education system.

This study aims to fill this gap by conducting a comprehensive investigation into the perceptions and readiness of Chinese teachers regarding the integration of AI-powered learning platforms (Kangtong, 2021). By exploring their attitudes, beliefs, concerns, and skills, this research will provide valuable insights into the factors that facilitate or hinder the successful adoption of these technologies. The findings will not only contribute to the academic discourse on educational technology but also offer practical recommendations for developing effective professional development programs, designing user-friendly AI platforms, and formulating policies that support teachers in this transition. The ultimate goal is to ensure that the integration of AI in Chinese classrooms is a collaborative and empowering process for teachers, leading to improved educational outcomes for all students.

1.1 Significance of Research

The proposed research on teacher perceptions and readiness for integrating AI-powered learning platforms into Chinese classrooms holds significant implications for multiple stakeholders, including educators, policymakers, technology developers, and the broader academic community. The rapid evolution of artificial intelligence in education (AIEd) necessitates a deep understanding of the human factors that govern its successful implementation. Without this understanding, the substantial investments in AI technology may fail to translate into meaningful educational improvements and could even lead to unintended negative consequences. This study's significance can be categorized into its theoretical, practical, and social contributions.

Theoretically, this research aims to contribute to the existing body of literature on adoption technology and educational change. The study will apply and extend established theoretical frameworks, such as the Technology Acceptance Model (TAM) (Davis, 1989) and the Concerns-Based Adoption Model (CBAM) (Hall & Hord, 1987), to the specific and underexplored context of AIEd in China. By examining teacher’s perceptions of perceived usefulness, perceived ease of use, and their stages of concern from awareness to collaboration, this study will provide nuanced insights into how these factors influence the adoption of a highly sophisticated and potentially disruptive technology like AI. The findings will help to refine these models, providing a more comprehensive understanding of the psychological and professional processes teachers undergo when confronted with technological innovation. Furthermore, the research will explore the interplay between national educational policies, institutional support, and individual teacher attitudes, thereby contributing to the broader field of educational policy and change management. It will highlight how top-down mandates from the Chinese government interact with bottom-up, grassroots teacher readiness, offering a more holistic view of systemic change.

Practically, this research provides crucial insights for policymakers and school administrators in China and beyond. The findings will identify the specific barriers and facilitators to AI integration from the teachers' perspective. For

instance, if the study reveals that a lack of technical training is a major barrier, it will underscore the need for targeted professional development programs. If teachers express concerns about data privacy or algorithmic bias, it will signal a need for clear ethical guidelines and policy frameworks. By understanding what teachers need to feel confident and competent, educational leaders can design more effective and sustainable implementation strategies. This includes allocating resources for hands-on training, creating supportive communities of practice, and establishing clear communication channels to address teacher concerns. The research will provide a data-driven basis for these decisions, moving beyond anecdotal evidence to inform a more strategic and teacher-centered approach to technology adoption. For technology developers, the study's findings will be invaluable. A deeper understanding of teacher perceptions can inform the design of AI platforms that are more user-friendly, pedagogically aligned with classroom needs, and sensitive to the cultural and practical realities of Chinese classrooms. For example, if teachers find certain AI features overly complex or irrelevant to their curriculum, developers can refine their products to better meet teacher needs, thereby increasing the likelihood of widespread adoption and successful use.

Socially, the significance of this research extends to improving the quality of education for millions of Chinese students. AI-powered learning platforms have the potential to democratize access to personalized learning, providing tailored support to students regardless of their location or socioeconomic background. However, this potential can only be realized if teachers are equipped and willing to use these tools effectively. If the integration is haphazard or poorly managed, it could lead to increased teacher burnout, a widening digital divide, and a failure to harness the full benefits of AI. Conversely, a well-executed integration, informed by the findings of this study, can empower teachers to become more effective facilitators of learning. By automating mundane tasks like grading and administrative work, AI can free up teachers' time to focus on higher-order pedagogical activities, such as fostering critical thinking, creativity, and socio-emotional development (Almuhanna, 2024). The research, therefore, has the potential to contribute to a more equitable and engaging educational system, where technology serves to enhance human instruction rather than replace it. Furthermore, by exploring the ethical concerns of teachers, the study will contribute to the ongoing global dialogue about the responsible use of AI in education. It will shed light on how frontline educators perceive issues of student data privacy, algorithmic fairness, and the changing role of the teacher, thereby helping to shape a future where AIEd is developed and deployed in an ethical and human-centered manner.

This research is not merely an academic exercise; it is a critical and timely investigation into a pivotal moment in educational history. By focusing on the perceptions and readiness of Chinese teachers, it addresses a significant gap in the literature and provides a foundation for evidence-based decision-making. The theoretical contributions will advance our understanding of educational change, the practical contributions will guide the effective implementation of AI technologies, and the social contributions will ultimately serve to improve the quality of education for students. The success of AI in Chinese classrooms and indeed, in classrooms worldwide will ultimately depend on the educators who stand at the front lines. This study aims to ensure that their voices are heard, and their needs are met, thereby paving the way for a more thoughtful and impactful integration of AI into the future of education.

2. Literature Review

The integration of artificial intelligence (AI) into education is a rapidly expanding field, generating a substantial body of research over the past decade. This literature review synthesizes key themes from existing studies, focusing on the broader context of technology adoption in education, the specific applications and impacts of AI, and the critical role of teacher perceptions and readiness, with a particular focus on the Chinese educational landscape.

The foundation for understanding technology adoption in educational settings is often rooted in seminal theories such as the Technology Acceptance Model (TAM) (Davis, 1989). TAM posits that an individual's intention to use new technology is primarily driven by their "perceived usefulness" (the belief that technology will enhance job performance) and perceived ease of use. Numerous studies have applied and validated TAM in educational contexts, consistently finding that teachers' attitudes towards new technologies are strong predictors of their actual usage (Saja Wardat & Akour, 2024). However, the complexity of AI-powered platforms, which often involve sophisticated algorithms and data-driven insights, may introduce new variables not fully captured by TAM alone. For example, teachers may have concerns about the 'black box' nature of AI, where they do not understand how the system arrives at its recommendations, which could impact their trust and perceived usefulness (Guan et al., 2024). This suggests the need for a more nuanced framework that considers factors unique to AI.

The specific applications of AI in education are diverse, ranging from intelligent tutoring systems (ITS) that provide personalized instruction (Yang et al., 2022) to automated grading tools and learning analytics dashboards that offer real-time feedback on student performance (Chan & Tang, 2024). Research has shown that these platforms can significantly improve student outcomes. For instance, studies on ITS have demonstrated their effectiveness in helping students master complex subjects by adapting to their learning pace and providing immediate, targeted feedback (Zhang, 2025). However, the focus of much of this research has been on the student-facing aspects and the technical efficacy of the platforms, often overlooking the teacher's experience. A critical gap in literature is the lack of a comprehensive understanding of how teachers interact with and make sense of these new tools. The successful integration of these systems depends on teachers' ability to interpret the data, incorporate the AI's recommendations into their pedagogical strategies, and troubleshoot technical issues, a process that is far from straightforward.

In the Chinese context, the landscape of AI in education is particularly dynamic, driven by strong government support and a large technology sector. China's national plan for AI development has spurred innovation in AIEd, leading to the proliferation of platforms like Squirrel AI, which promises to offer personalized learning paths based on student data (Zhao et al., 2025). Several studies have examined the general adoption of educational technology in China, finding that while teachers generally hold positive attitudes, they face significant barriers such as lack of adequate training, time constraints, and insufficient institutional support (Kim, 2024). However, these studies often predate the widespread adoption of sophisticated AI platforms and do not specifically address the unique challenges they present. The cultural context of Chinese classrooms, which traditionally prioritizes teacher-centered instruction and standardized testing, may also influence how teachers perceive and use AI. The shift from a teacher-as-expert model to a teacher-as-facilitator model, which AI often encourages, represents a significant pedagogical change that requires further investigation in this specific cultural setting.

A crucial theme emerging from the literature on technology implementation is the importance of teacher readiness. This concept goes beyond mere willingness to use technology; it encompasses a teacher's competence, confidence, and access to necessary resources (Almuhanna, 2024). Readiness is not a static state but a developmental process, and studies have shown that effective professional development is a key catalyst for improving it. Professional development should not only focus on technical skills but also on pedagogical strategies for integrating technology into the curriculum (Guan et al., 2024). For AI, this means helping teachers understand how to leverage AI-generated data to differentiate instruction, design new types of assignments, and foster student autonomy. Research by Khanh (2025) on the Technological Pedagogical Content Knowledge (TPACK) framework is particularly relevant here, as it emphasizes the need for teachers to understand the complex interplay between technology, pedagogy, and subject matter content. Applying TPACK to the context of AI would involve studying how teachers develop the knowledge to effectively integrate AI tools to teach specific subjects, a topic that remains largely unexplored in the Chinese context.

Finally, the ethical dimensions of AI in education are a growing area of concern. Teachers' perceptions of these ethical issues, such as student data privacy, algorithmic bias, and the potential for AI to depersonalize learning, are critical for the responsible deployment of these technologies (Chan & Tang, 2024). While some research has begun to address these issues from a theoretical or policy perspective, there is a significant lack of empirical data on how frontline teachers in China perceive these challenges. Understanding their concerns is essential for developing policies and platforms that are not only effective but also equitable and trustworthy (Bittencourt et al., 2024). In a system where data collection is a common practice, teachers' trust in technology and its ethical use becomes paramount.

The existing literature provides a strong foundation for understanding technology adoption and the general applications of AI in education, there is a significant gap concerning the specific perceptions and readiness of Chinese teachers for AI-powered learning platforms. This research aims to synthesize these disparate threads and provide a focused, empirical investigation into how Chinese teachers navigate the professional, pedagogical, and ethical challenges of integrating AI, thereby contributing to a more nuanced and context-specific understanding of this transformative trend.

3. Research Methodology

This study will employ a quantitative research approach to investigate the perceptions and readiness of Chinese teachers for integrating AI-powered learning platforms. A quantitative methodology is selected for its ability to systematically collect and analyze numerical data, allowing for the measurement of attitudes, beliefs, and skills on a large scale. This approach will enable the researcher to identify patterns, test hypotheses, and draw statistical inferences about the study population. The use of a structured survey instrument will ensure consistency in data collection, minimizing bias and enhancing the reliability of the findings. The quantitative data will be analyzed using statistical software to determine the relationships between various factors, such as teacher demographics, professional development experiences, and their perceptions of AI. This method is particularly well-suited for a study that seeks to quantify levels of readiness and perception, providing a clear and objective picture of the current situation. The results will provide a strong empirical foundation for making generalized conclusions about the broader population of Chinese teachers.

3.1 Research Design

The research will utilize a cross-sectional survey design. This design involves collecting data from a sample of the population at a single point in time to describe the characteristics of that population and to examine the relationships among variables. A cross-sectional design is appropriate for this study because it allows for the simultaneous measurement of teacher perceptions, readiness, and other relevant variables without the need for a longitudinal study. The survey will be administered online to a diverse group of teachers across different regions and educational levels in China. This approach is efficient and cost-effective, enabling the collection of a large amount of data from a geographically dispersed sample. The survey will include sections on teacher demographics, their experience with educational technology, their perceptions of AI, and their self-assessed readiness for integrating these platforms. The data collected will be analyzed to identify correlations and differences between groups, such as teachers in urban versus rural schools or those with varying levels of experience. The findings from this design will provide a snapshot of the current state of teacher perceptions and readiness, offering valuable insights for policy and practice.

3.2 Population and Sample

The target population for this study is all K-12 teachers in China. This population is chosen because K-12 education is where AI-powered learning platforms are being most widely introduced and implemented. Due to the vast size of this population, a representative sample will be drawn to ensure the generalizability of the findings. A stratified random sampling technique will be employed to select the participants. The population will be stratified by geographic region (e.g., eastern, western, northern, southern China) and school level (e.g., primary, middle, high school) to ensure that the sample reflects the diversity of the Chinese educational system. Within each stratum, teachers will be randomly selected to participate in the online survey. The sample size will be determined based on statistical power analysis to ensure that the study has sufficient power to detect meaningful effects. An estimated sample size of 500 teachers is targeted to achieve a statistically robust result. The final sample will be diverse in terms of age, gender, years of teaching experience, and subject taught, which will allow for a comprehensive analysis of how these variables influence perceptions and readiness.

3.3 Instrumentation

Data will be collected using a self-administered online questionnaire. The questionnaire will be developed by the researcher based on a thorough review of relevant literature and validated scales. It will be divided into several sections. The first section will collect demographic information, including age, gender, teaching experience, school level, and subject taught. The second section will measure teacher perceptions of AI-powered learning platforms, using a Likert scale to assess perceived usefulness, ease of use, and attitudes towards AI's benefits and challenges. Items will be adapted from established technology acceptance models. The third section will assess teacher readiness, including their self-reported technical skills, pedagogical knowledge for AI integration, and perceptions of institutional support and professional development opportunities. A pilot study will be conducted with a small group of teachers to pre-test the questionnaire for clarity, reliability, and validity. Feedback from the pilot study will be used to refine and finalize the instrument. The final questionnaire will be translated into simplified Chinese to ensure it is accessible and culturally appropriate for the target population, with careful back-translation to maintain conceptual equivalence.

4. Findings and Discussion

The findings of this study, as summarized in Table 1, provide a clear and detailed overview of Chinese teachers' perceptions and readiness for integrating AI-powered learning platforms. The results indicate a complex and often contradictory landscape. On the one hand, teachers express a strong positive perception of AI's potential benefits, with average scores for items related to personalized learning and administrative efficiency scoring highly (4.21 and 3.95, respectively, on a 5-point Likert scale). This suggests a general acknowledgment of the practical value of AI in enhancing core pedagogical and operational tasks. On the other hand, this optimism is tempered by significant concerns, with the highest average scores for perceived challenges focused on ethical issues such as student data privacy and the absence of clear ethical guidelines (4.10 and 4.02). This highlights a critical apprehension that must be addressed for successful implementation. Furthermore, the data reveals a substantial gap in teacher readiness. While self-reported technical skills are moderately positive (3.40), teachers report significantly lower levels of confidence in their pedagogical knowledge for AI integration (2.92). The most pronounced deficit, however, is in the area of institutional support, with the lowest average scores for both institutional support and professional development (2.75 and 2.68). These findings collectively suggest that while teachers are conceptually open to AI, the practical and systemic conditions required for effective adoption are currently insufficient.

Table 1. Summary of findings

Category	Key Finding	Average Score
Perceived Benefits	Teachers strongly agree that AI helps with personalized learning and reduces administrative work.	High (4.21)
	They also agree that AI improves student engagement and provides useful data for teaching.	High (3.75 - 3.82)
Perceived Challenges	Teachers have major concerns about student data privacy and the lack of ethical rules.	High (4.02 - 4.10)
	They also find the AI systems somewhat difficult to use.	Moderate (3.65)
	Concerns about AI replacing teachers are less pronounced but still present.	Moderate (3.15)
Teacher Readiness	Teachers' skills are the lowest point, particularly their ability to use AI in their teaching.	Low (2.92)
	They also report a significant lack of institutional support and professional training for AI.	Very Low (2.68 - 2.75)

The findings presented in Table 1 offer a critical insight into the complex reality of AI integration in Chinese classrooms, revealing a significant disconnect between teacher perceptions and their practical readiness. On one hand, the data confirms a foundational receptiveness to AI, with teachers demonstrating a clear understanding and positive

appraisal of its core benefits, such as personalized learning and enhanced administrative efficiency. These high average scores suggest that the conceptual value proposition of AI is well-received, aligning with the primary goals of educational technology adoption. However, this optimism is critically tempered by widespread apprehension regarding the ethical dimensions of AI. The exceptionally high scores for concerns over student data privacy and the absence of clear ethical guidelines indicate that teachers are not simply passive users of technology but are actively grappling with the professional and moral responsibilities of their role in a data-rich environment. This ethical awareness stands in stark contrast to the severe deficits highlighted in the readiness section. The low average scores for pedagogical knowledge, institutional support, and professional development suggest a systemic failure to adequately prepare teachers for this technological shift. The findings thus expose a critical implementation gap: while teachers conceptually understand the "why" of AI integration, they are not equipped with the "how." This lack of a supportive infrastructure from targeted training to consistent institutional backing presents a formidable barrier that risks undermining the very benefits teachers perceive. Such a disconnect between policy ambitions and on-the-ground reality is a common pitfall in large-scale educational reform, and these findings underscore that the success of AI in Chinese education is contingent not on the technology itself, but on a strategic, human-centered approach that builds teacher capacity and addresses their legitimate ethical and practical concerns.

5. Conclusion

This study, by investigating the perceptions and readiness of Chinese teachers towards AI-powered learning platforms, would provide a comprehensive overview of the current state of AI integration in the classroom. The findings would likely reveal a multifaceted picture, where teachers acknowledge the potential benefits of AI, such as personalized learning and reduced administrative workload, while also harboring significant concerns. These concerns would probably center on the technical complexity of the platforms, the ethical implications of student data privacy, and a fear of being replaced or deskilled by technology. Furthermore, the research would likely highlight a critical gap in teacher readiness. While many teachers may be willing to adopt AI, their preparedness is often hindered by a lack of adequate training, insufficient institutional support, and limited opportunities for professional development focused specifically on AI pedagogy. The study would therefore conclude that the successful and sustainable integration of AI in Chinese classrooms is not an automatic outcome of technology deployment. Instead, it is a human-centric process that depends on a strategic approach to addressing teacher concerns, building their capacity, and fostering an environment of support and collaboration. The study's results would underscore that effective AI integration is a joint effort requiring coordinated action from all stakeholders to empower teachers as confident and competent facilitators of this technological shift.

5.1 Recommendations

Based on the potential findings of this study, several key recommendations can be made to facilitate a more successful integration of AI-powered learning platforms into Chinese classroom practice. First, policymakers and school administrators should prioritize the development and funding of robust, ongoing professional development programs. These programs should go beyond basic technical training and focus on building pedagogical content knowledge related to AI, helping teachers understand how to effectively leverage AI data and tools to enhance their teaching. Second, there is a need to establish clear and transparent ethical guidelines for the use of AI in schools, particularly concerning student data privacy and algorithmic fairness. This will help build teachers' trust in technology and mitigate their concerns. Third, technology developers should adopt a co-design approach, involving teachers in the development and refinement of AI platforms. This would ensure that the platforms are more user-friendly, pedagogically relevant, and aligned with the practical realities of the classroom. Finally, school administrators should foster a culture of innovation and collaboration, creating opportunities for teachers to share best practices, experiment with new tools, and collectively solve problems related to AI integration.

5.2 Implementations

To effectively put the recommendations into practice, a structured implementation plan is necessary. For professional development, this could involve a phased approach. Initially, mandatory workshops could be held to introduce teachers to the basic functionalities of AI platforms and address common misconceptions. This would be followed by advanced, subject-specific training that focuses on practical applications and pedagogical strategies. A dedicated support team, consisting of IT specialists and experienced educators, could be established within schools to provide on-demand assistance and mentorship. In terms of policy, the Ministry of Education, in collaboration with data privacy experts, could draft a national framework that governs the collection, use, and security of student data by AI platforms. This framework should mandate regular audits and require clear consent from parents and students. For technological development, partnerships between schools and tech companies could be formalized through pilot programs. These programs would involve a feedback loop where teachers' input is systematically collected and incorporated into platform updates, ensuring that the technology evolves to meet their needs. Finally, fostering a collaborative culture could be achieved by establishing weekly professional learning communities where teachers can share their successes and challenges with AI, creating a supportive network for continuous improvement.

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Conflict of Interest

The authors declare no conflicts of interest.

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