

narrative widgets can activate thinking about the outlined critical questions, etc. The research is drawn on the assumption that the accounts will be publicly available. Researchers publish them on the Web to seek feedback from others or to report about interesting developments. The research data is therefore limited to public accounts.

We see similarities between Mash-Up Learning Environments and Mash-Up Research Environments. Research done in either of the fields could be fruitful for the others. A discussion about the main differences and similarities applying the approach proposed here could encourage new research questions.

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