

VIVO in the Evolving CRIS Ecosystem

VIVO Ontology, Narratology and CNTs (Research Initiative)

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UDESC/ESAG

Agenda

- Scenarios for Generative AI use in Research Evaluation (Global Research Council – GRC)
- Ways of flattening the process and reducing overheads
- Problems in (re)training the Model
- Considerations for using a narrative curriculum approach

Management processes for **research funding** with AI (GRC Discussion Paper)

- Prioritizing research themes
- Designing Research Funding programs
- Formulating calling for proposals
- Building databases for scientific examiners
- Selecting examiners for proposals
- **Helping in the peer-reviewing /merit-reviewing process**
- Fund awarding process and research contracting
- **Examining periodic research reports**
- Measuring the impact of funded research
- Establishing policies/guidelines for research funds

Ways of reducing burden in Management processes for research funding with AI

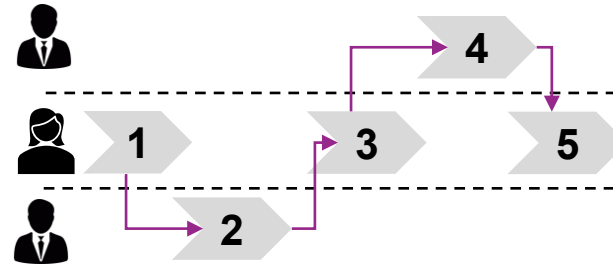
Case 1

Focus

Flattening the process(*de-layer*)

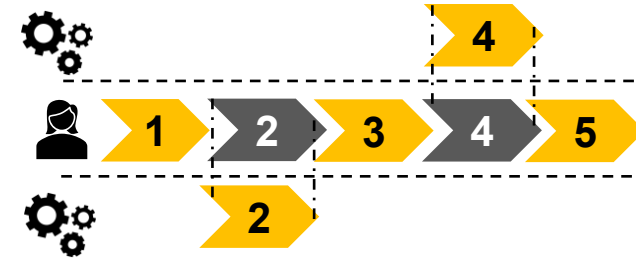
Classic approach

Three workflows



AI Perspective

A single workflow



Case 2

Focus

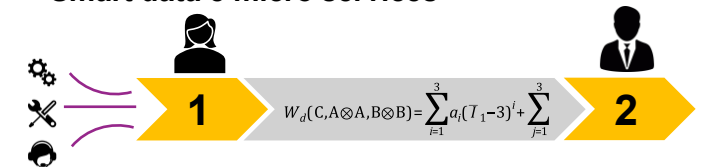
Growing intelligence of the process

Classic approach



AI Perspective

Smart data e micro services



Problems in training the Model



THE CONVERSATION

Academic rigour, journalistic flair

Search analysis

A weird phrase is plaguing scientific papers – and we traced it back to a glitch in AI training data

Published: April 15, 2025 7:52am CEST

A bad scan and an error in translation

Vegetative electron microscopy appears to have originated through a remarkable coincidence of unrelated errors.

First, two papers from the 1950s, published in the journal *Bacteriological Reviews*, were scanned and digitised.

However, the digitising process erroneously combined “vegetative” from one column of text with “electron” from another. As a result, the phantom term was created.

7. The Chromatin Structures in Bacterial Spores

The most interesting aspect of spores, as Knaysi (109) has aptly remarked, is the story of their development but no systematic account of this process intelligible to cytologists has yet appeared. The matter has been briefly discussed by the writer in another review (76). Interesting electron micrographs of thin sections of *Bacillus cereus* and *Bacillus megaterium* engaged in the process of forming spores have recently been published by Chapman (110). The discovery that in *Bacillus thuringiensis* a crystal of protein arises in the cytoplasm of each sporulating cell, and the demonstration of other types of “para-sporal bodies” in

appearance are commonly found in mature resting spores whose nuclei one would certainly not expect to find in a state of division.

This dilemma is at present not easily resolved. One solution would be to allow that “three-granule clusters” and similar complex chromatin configurations in resting spores and vegetative cells are after all resting nuclei containing three simple chromosomes, as has been maintained by DeLamater and Mudd (107) and, in a different way, by Fitz-James (114). Tempting and plausible as it admittedly appears, this hypothesis is not borne out by the mode of division of the chromatin bodies that

which established that the coats contained substrate for the lytic enzyme present in spores. Peptide was also released from spore coats of *B. megaterium* by the action of the enzyme from *B. cereus* spores. The lytic enzyme did not attack intact resting spores.

The spore develops in the vegetative cell, which thus becomes a sporangium. It is by no means certain what happens to the vegetative cell wall when the spore is released. In *Clostridium* species it appears that at least part of this structure is retained as an outer membrane around the spore. It is the opinion of some workers that the wall of the sporulating cell forms the exosporium which exists as an outer

to allow release of the spore. It appears likely that the exosporium of *B. cereus* does not have a composition similar to that of the vegetative cell wall, from the results obtained by Dr. J. R. Norris of Leeds University (*personal communication*). He treated spores with a highly active preparation of lytic enzyme from *B. cereus* spores and examined the effect by means of electron microscopy. No evidence of lysis of the exosporium was obtained.

It was not known whether the enzyme present in spores, or another enzyme, was responsible for lysis of the sporangial wall during spore release. When thick suspensions of washed sporulating cells of *B. cereus* were incubated in buffer

Excerpts from scanned papers show how incorrectly parsed column breaks lead to the term ‘vegetative electron micro...’ being introduced. *Bacteriological Reviews*

Source: <https://theconversation.com/a-weird-phrase-is-plaguing-scientific-papers-and-we-traced-it-back-to-a-glitch-in-ai-training-data-254463>

...”This appears to be due to a translation error. In Farsi, the words for “vegetative” and “scanning” differ by only a single dot.”



Source: <https://theconversation.com/a-weird-phrase-is-plaguing-scientific-papers-and-we-traced-it-back-to-a-glitch-in-ai-training-data-254463>

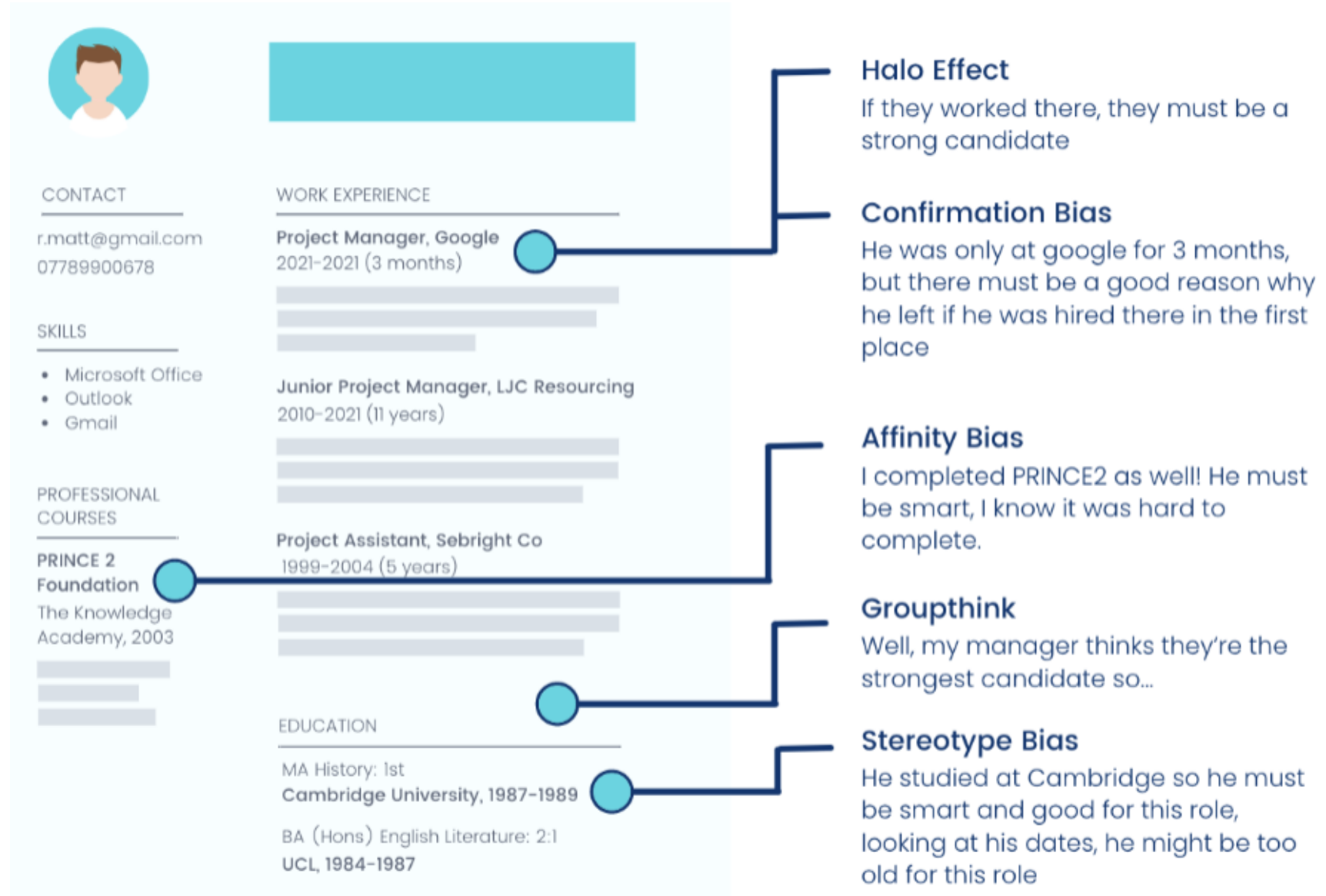
Considerations for using a narrative curriculum approach

Points of concerns within the research

Reform Research Assessment

- DORA Declaration
- Leiden Manifesto
- UNESCO Open Science
- COARA
 - Beyond publications
 - Beyond traditional Indicators
 - Include OS

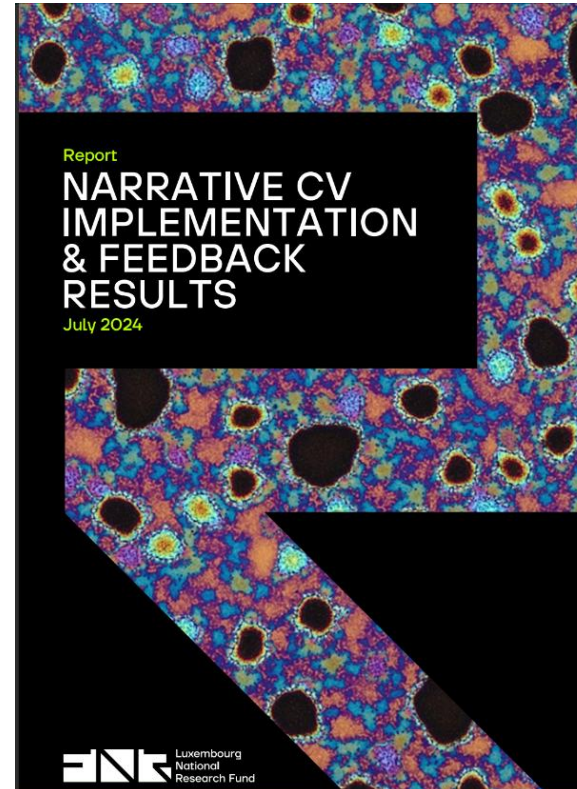
Reducing Bias



Reducing Bias



- National Institutes of Health, UK
- The Dutch Research Council (NWO), Netherlands
- Health Research Board, Ireland Luxembourg
- National Research Fund, Luxembourg
- Science Foundation Ireland, Ireland
- Swiss National Science Foundation, Switzerland
- UK Research and Innovation, United Kingdom



Report

Using Narrative CVs:

Identifying shared objectives and monitoring effectiveness

Authors¹: Rochelle Fritch¹, Suz Garrard¹, Anna Hatch², Haley Hazlett^{2,3}, Hilary Noone³, Laura Quinn¹, Michaela Strinzel⁴, Aleksandra Thomson⁵, Claartje Vinkenburg⁶

¹Science Foundation Ireland, ²The Declaration on Research Assessment, ³UK Research and Innovation, ⁴Swiss National Science Foundation, ⁵University of Bristol, Elizabeth Blackwell Institute for Health Research, ⁶Independent expert. ^{*}Correspondence should be addressed to administrator@sfdora.org



European Research Council
Established by the European Commission



Categories & Content	4
Developing Effective Bullets for a Résumé	5
Writing an Effective Qualifications Summary	6
Utilizing AI to Build your Resume: ChatGPT	7
Accomplishment "Memory Joggers"	8
Examples of Action Verbs by Skillset	9-10
Frequently Asked Questions (FAQs)	11
Document Samples	12-19
Résumé Sample: Postdoc Applying to Industry	12
CV Sample: Postbac Applying to Graduate School	13-14
Résumé Sample: Graduate Student	15
Curriculum Vitae (CV) Sample	16-18
U.S. Federal Résumé Sample	19

Examples of Action Verbs by Skillset

TECHNICAL SKILLS

Adapted	Fortified	Standardized
Applied	Installed	Studied
Assembled	Maintained	Upgraded
Built	Operated	Utilized
Calculated	Overhauled	
Compared	Printed	
Conserved	Programmed	
Constructed	Rectified	
Converted	Regulated	
Debugged	Remodeled	
Designed	Repaired	
Determined	Replaced	
Developed	Restored	
Engineered	Solved	
Fabricated	Specialized	

RESEARCH SKILLS

Analyzed	Experiment-ed	Measured
Clarified	Explored	Organized
Collected	Extracted	Researched
Compared	Formulated	Reviewed
Conducted	Gathered	Searched
Critiqued	Identified	Solved
Detected	Inspected	Summarized
Determined	Interviewed	Surveyed
Diagnosed	Invented	Systematized
Evaluated	Investigated	Tested
Examined	Located	

TEACHING SKILLS

Adapted	Critiqued	Focused
Advised	Developed	Guided
Clarified	Enabled	Individualized
Coached	Encouraged	Instilled
Conducted	Evaluated	Stimulated
Coordinated	Facilitated	Trained

MANAGEMENT/LEADERSHIP SKILLS

Administered	Generated	Presided
Analyzed	Handled	Prioritized
Appointed	Headed	Produced
Approved	Hired	Recommended
Assigned	Hosted	Reorganized
Attained	Improved	Replaced
Authorized	Incorporated	Restored
Chaired	Increased	Reviewed
Considered	Initiated	Scheduled
Consolidated	Inspected	Secured
Contracted	Instituted	Selected
Controlled	Led	Streamlined
Converted	Managed	Strengthened
Coordinated	Merged	Supervised
Decided	Motivated	Terminated
Eliminated	Navigated	
Emphasized	Organized	
Enforced	Originated	
Enhanced	Overhauled	
Established	Oversaw	
Executed	Planned	

ORGANIZATIONAL SKILLS

Approved	Incorporated	Reserved
Arranged	Inspected	Responded
Cataloged	Logged	Reviewed
Categorized	Maintained	Routed
Charted	Monitored	Scheduled
Classified	Obtained	Screened
Coded	Operated	Set Up
Collected	Ordered	Submitted
Corrected	Organized	Supplied
Corresponded	Prepared	Standardized
Distributed	Processed	Systematized
Executed	Provided	Updated
Filed	Purchased	Validated
Generated	Recorded	Verified
Implemented	Registered	

- The challenges and impacts for the implementation of a descriptive CV should include:
- Provide clear and transparent guidance to examiners on how to use and **evaluate the information provided in a Narrative CV** to adequately support and inform decision-making, including how they should use any metrics provided in the descriptive document.
- Consider and **evaluate the effects that narrative curriculum can have on equity, in terms of career stage, diversity, gender, culture/ethnicity, and affiliation.**

What is Narrative Research?

- Narrative inquiry is a multidisciplinary research area that deals with the tales that we share in our daily life. It is assumed that beings are storytelling beings that through these tales make sense of their ever-changing globe (Murray, 2018).
- Narrative analysis is a category of analytic frames which is used by the researchers to interpret stories that have been told within the research context or/and have been shared in daily life.

Core concepts: Narrative Theory

- **Story vs. Discourse**: Narratology distinguishes between the events and characters in a narrative (the story) and how those events are presented to the audience (discourse).
- **Narrative Coherence**: The extent to which a narrative makes sense and hangs together.
- **Narrative Semantics**: The role and significance of different parts of a narrative within the whole.
- **Intentionality**: The reasons behind the creation of a narrative.

Cognitive narratology in Evaluation

- Cognitive narratology is a more recent development that allows for a broader understanding of narrative.
- Rather than focus on the structure of the story, **cognitive narratology asks, "how humans make sense of stories"** and **"how humans use stories as sense-making instruments"**

Computational Narrative Technologies (possible use)

- **Computational Narrative Technologies (CNT)** refers to any computational system which attempts to interpret, classify, extract, generate or otherwise process stories.
- ..”CNTs have been researched since the early 1960s, and are extremely diverse [Ryan (2017)].”
- Broadly, “we may describe two fundamental functions of CNTs: the **generative function, in which narrative content is produced, and the interpretive function**, in which narrative structure is extracted from existing media”.

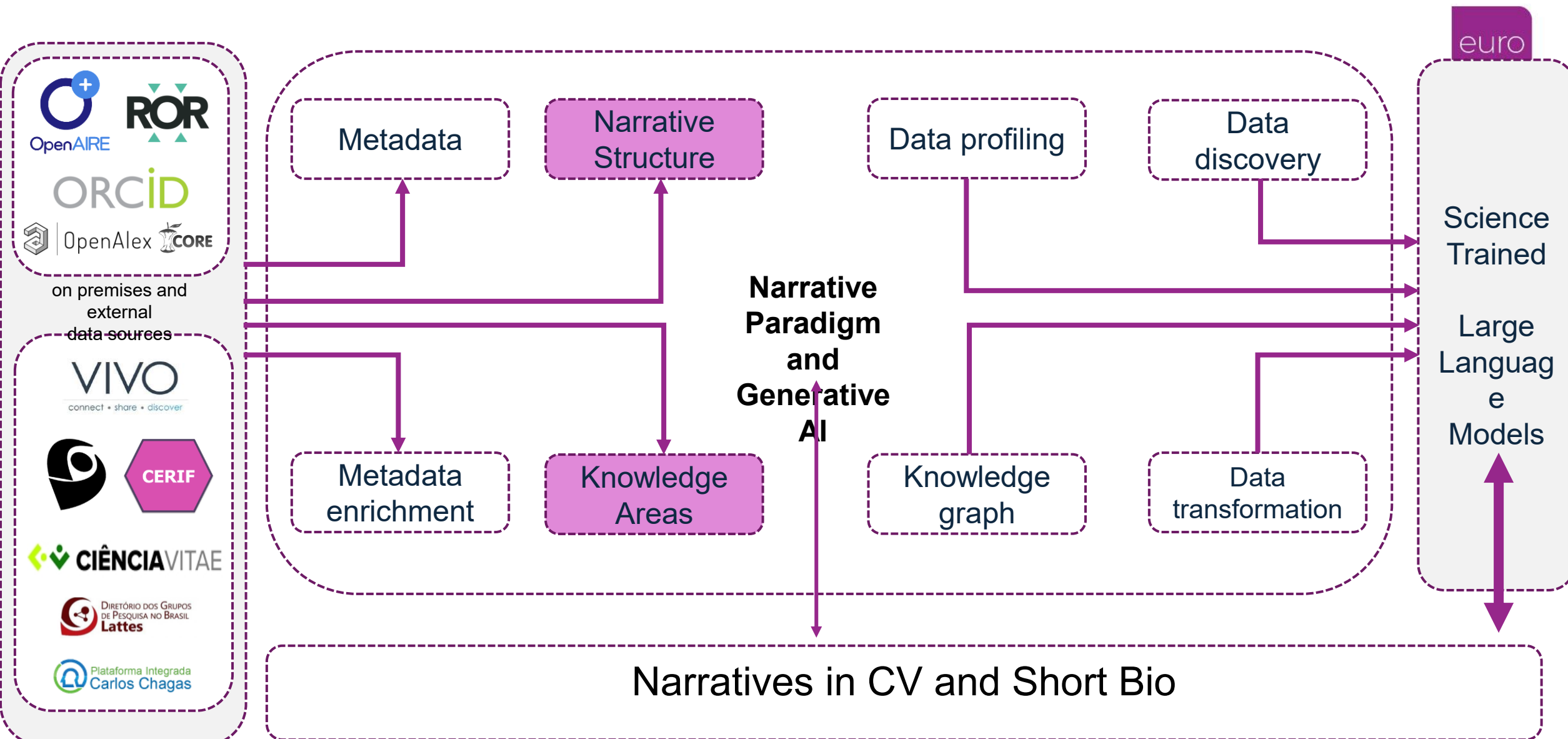
Narrative: Structuring Subtext & Storytelling

- ...“A single story may contain one or more narratives
 - The Empire Strikes Back has the Luke/Yoda Storyform and the Han/Leia Storyform.
- Most stories, however, exhibit a single central narrative (e.g., Anora, Anatomy of a Fall, etc.).”

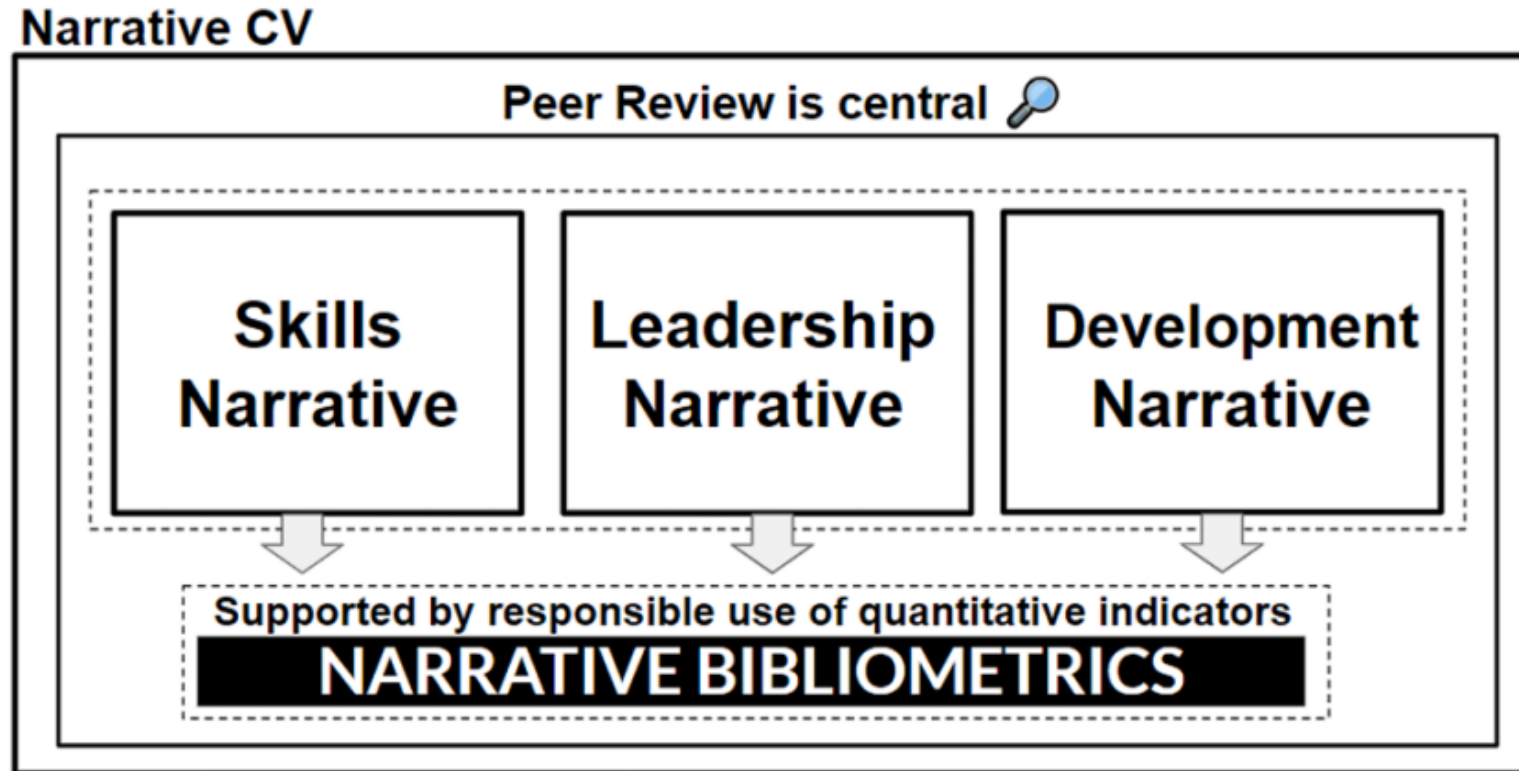
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          "dynamics": []
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    ]
  }
}
```

Narrative: Structuring

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    "narratives": [],  
    "created_at": "2025-02-05T14:30:00Z"  
  }  
}
```



Integration of Narrative Bibliometrics in the framework of narrative CV established by DORA



According to Web of Science, the article has been cited 193 times across its various citation indices and 186 times in its main collection. Looking at where the paper is cited within different documents, under the "Citing items by classification" section, 39 citations were identified from Introductions and 25 from Discussions.

The paper is also available on the ResearchGate platform, where it has accumulated a Research Interest Score of 251.16. According to the platform, "this item's Research Interest Score is higher than 99% of research items on ResearchGate". The same platform indicates that the work has garnered a total of 5192 readers. In terms of readership on Mendeley, it has been downloaded and read by 974 different users, of which 54% are categorised as PhD / Postgrad / Masters students and 24% as Lecturers / Postdocs. We thus infer the tremendous educational value of our contribution beyond its scientific impact.

This work has received significant social attention. Consulting the Altmetric.com database, it has an Altmetric Attention Score of 904, placing it "In the top 5% of all research outputs scored by Altmetric". Specifically, it has received 70 mentions from 70 different news sources. Of these news sources, 35 are from the United States, 10 from France, and 8 from Australia. Notable mentions include the Daily American, Fox News 26, Los Angeles Times, The Conversation, FranceTV Info, and France Culture.

According to Altmetric.com data, it has also had significant political influence, having been mentioned in four different policy reports. Importantly, it was cited twice in PISA reports, first in the 2019 edition and subsequently in the 2022 edition. It was also cited in a report published by the European Union titled "Innovation & Digitalisation: A report of the ET 2020 Working Group on Vocational Education and Training (VET): EIGHT insights for pioneering new approaches".

We also found mentions on other platforms, such as Wikipedia. Specifically, two mentions were identified in the German edition of Wikipedia, in the entries "Stavanger-Erklärung" and "Lesekompetenz". In terms of Twitter, Altmetric.com indicates significant dissemination, with our work cited or mentioned in 650 tweets by 529 different users. Based on the followers of these accounts, Altmetric.com estimates the article could have reached a potential audience of 3,386,353 followers.

Lastly, we would like to note that PlumX also indicates high values, showing that the paper has been discussed 785 times on Facebook and increasing the number of Policy Citations to 13.

POSITION NARRATIVE

Situate and compare research within the broader landscape

CONTEXT NARRATIVE

Highlight mentions to contextualize research impact and utility

AGENTS NARRATIVE

Identify the agents who engage research

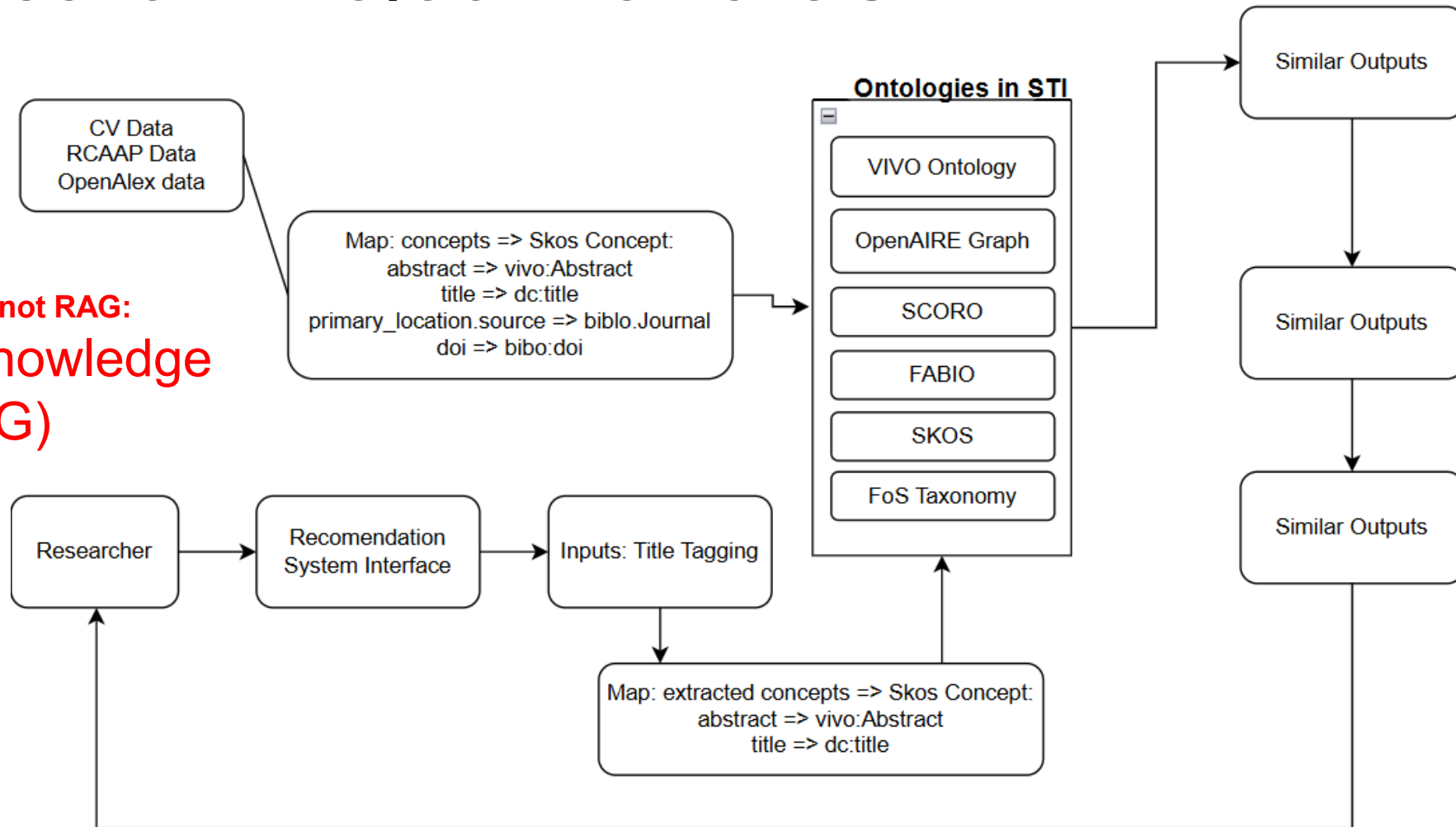
AUDIENCE NARRATIVE

Quantify reach, consider audience profiles, and enrich impact analysis across platforms

Structure to Support the Narrative CV

Research Project NarrateCV

Using GraphRAG, not RAG:
Scholarly knowledge
graphs (SKG)



Scholarly knowledge graphs (SKG)

- Applying machine learning, rule-based learning, and natural language processing tools and approaches to construct SKG

“Document and keyword-based information retrieval systems are no longer adequate to explore the insights of the scholarly domain.” - Verma, Shilpa, et al. (2023)

Showcase (not a PoC)

Very simple implementation

Test case Application Overview

- Name: VIVO-Narrative CV Generator for Grant Evaluation
- Purpose: To provide a test case for Evaluation Officers with a narrative-driven summary of a researcher's capabilities, extracted and synthesized from their VIVO RDF profile, focusing on key skill areas relevant to grant assessment.



Hauschke, Christian



Positions

Mitarbeiter, Open Science Lab , Programmbereich C - Forschung und Entwicklung
More...

share the URI for this profile

<https://vivo.tib.eu/fis/individual/n0000-0003-2499-7741>

[view profile in RDF format](#)

close

research areas

Communication in learning and scholarship (LCSH)

Library science (LCSH)

Linked data (LCSH)

Metadata (LCSH)

Open Science

Open access publishing (LCSH)

Science publishing (LCSH)

Overview

Publications

Contact

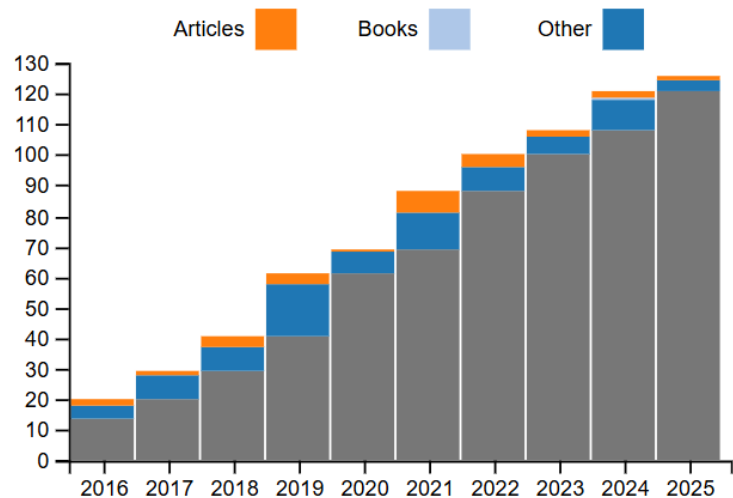
Identity

View All

overview

After working in several academic libraries in a wide range of positions, I started to coordinate the TIB's VIVO activities as a member of the Open Science Lab in 2016. Since then I participated in diverse activities and projects around open research information, linked (open) data, open science, and the open source research information system VIVO. I'm leading the Lab Group Open Research Information that was founded in 2020.

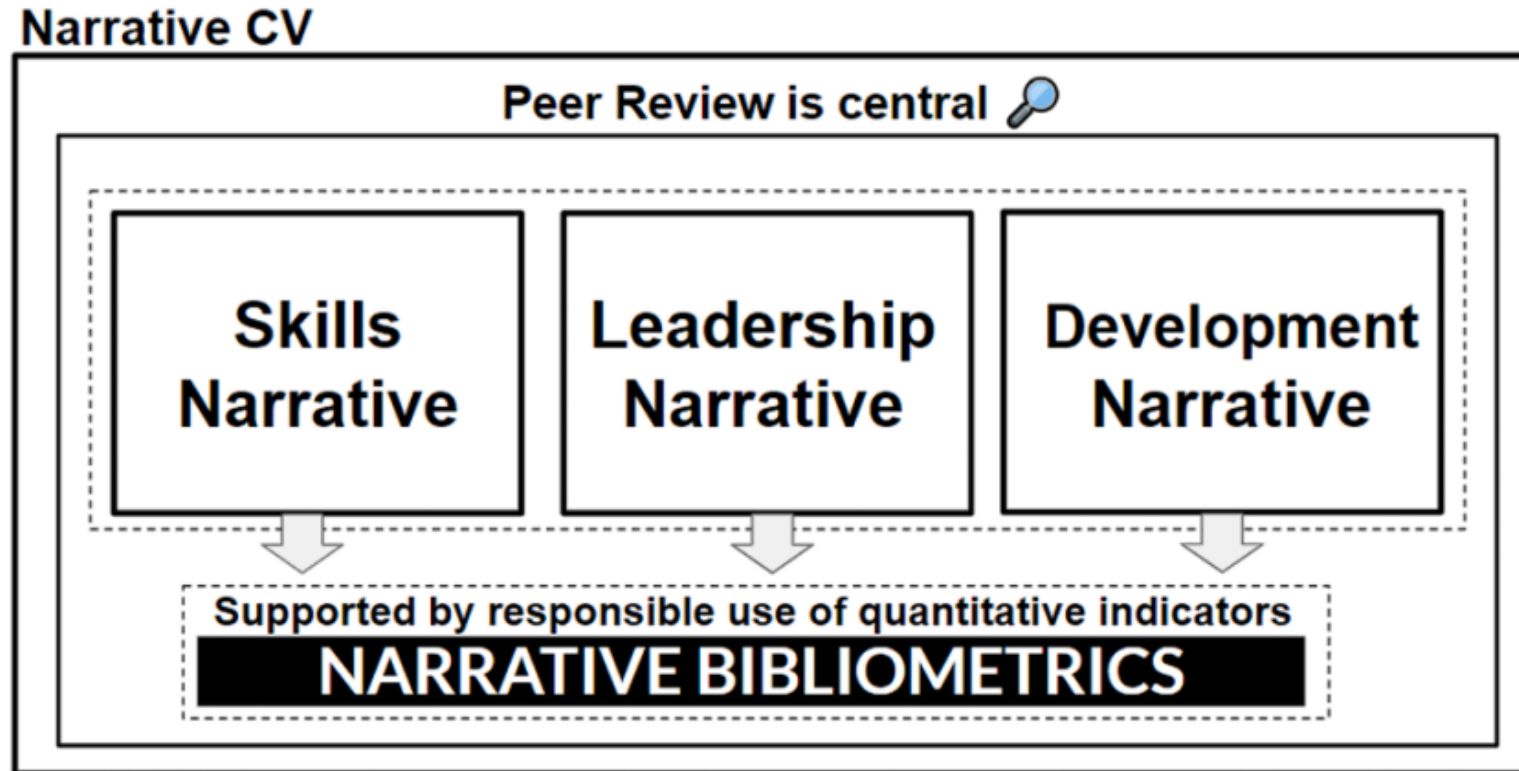
Publications in VIVO



VIVO RDF File: Powell, Suzanne Katrinsky

```
1 # VIVO Sample Data
2 #
3 # This data can be loaded into a new VIVO to demonstrate features of VIVO. See
4 # the VIVO Technical Documentation
5
6
7 @prefix xsd: <http://www.w3.org/2001/XMLSchema#> .
8 @prefix skos: <http://www.w3.org/2004/02/skos/core#> .
9 @prefix rdfs: <http://www.w3.org/2000/01/rdf-schema#> .
10 @prefix vcard: <http://www.w3.org/2006/vcard/ns#> .
11 @prefix geo: <http://aims.fao.org/aos/geopolitical.owl#> .
12 @prefix bibo: <http://purl.org/ontology/bibo/> .
13 @prefix vivo: <http://vivoweb.org/ontology/core#> .
14 @prefix obo: <http://purl.obolibrary.org/obo/> .
15 @prefix foaf: <http://xmlns.com/foaf/0.1/> .
16
17 <http://vivo.mydomain.edu/individual/n1927>
18     a                vivo:AcademicDepartment , foaf:Organization ;
19     rdfs:label        "Physics"@en-US ;
20     obo:BFO_0000050   <http://vivo.mydomain.edu/individual/n469> ;
21     obo:RO_0000053    <http://vivo.mydomain.edu/individual/n6446> ;
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23     vivo:relatedBy    <http://vivo.mydomain.edu/individual/n2543> , <http://vivo.mydomain.edu/individual/n4531> , <http://vivo.mydomain.edu/individual/n6053> .
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25 <http://vivo.mydomain.edu/individual/n1736>
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29     obo:RO_0000053    <http://vivo.mydomain.edu/individual/n1630> , <http://vivo.mydomain.edu/individual/n2022> , <http://vivo.mydomain.edu/individual/n722> ;
30     obo:RO_0000056    <http://vivo.mydomain.edu/individual/n563> ;
31     vivo:hasResearchArea <http://vivo.mydomain.edu/individual/n6561> , <http://vivo.mydomain.edu/individual/n2854> , <http://vivo.mydomain.edu/individual/n1454> ;
32     vivo:overview     "My research is focused on Derrida and the nature of political discourse in the era of electracy."@en-US ;
33     vivo:relatedBy    <http://vivo.mydomain.edu/individual/n3390> , <http://vivo.mydomain.edu/individual/n4221> , <http://vivo.mydomain.edu/individual/n2808> .
34
35 <http://vivo.mydomain.edu/individual/n2837>
36     a                vivo:AcademicDepartment ;
37     rdfs:label        "History"@en-US ;
38     obo:BFO_0000050   <http://vivo.mydomain.edu/individual/n3910> ;
39     vivo:overview     "The History Department is in the College of Arts and Humanities of Sample University."@en-US ;
40     vivo:relatedBy    <http://vivo.mydomain.edu/individual/n3674> , <http://vivo.mydomain.edu/individual/n2681> , <http://vivo.mydomain.edu/individual/n86> .
41
42 <http://vivo.mydomain.edu/individual/n6810>
43     a                vivo:University ;
44     rdfs:label        "Sample University"@en-US ;
```

Integration of Narrative Bibliometrics in the framework of narrative CV established by DORA



VIVO/Lattes/CIENCIAVITAE - Narrative CV Generator - Experiment

Generate narrative CVs from VIVO RDF profiles for Candidate evaluation

Upload Profile

sample-n0000-0003-2499-7741.rdf	Lattes XML File	CIENCIAVITAE XML File
Processing...	GenAI Narrative CV - Lattes	GenAI Narrative CV - CIENCIAVITAE

Accepted formats: Turtle (.ttl), RDF/XML (.rdf), N-Triples (.nt), Lattes XML (.xml), CIENCIAVITAE XML (.xml)

VIVO/Lattes/CIENCIAVITAE - Narrative CV Generator - Experiment

Generate narrative CVs from VIVO RDF profiles for Candidate evaluation

Upload Profile

sample-n0000-0003-2499-7741.rdf

Lattes XML File

CIENCIAVITAE XML File

Generate Narrative CV from VIVO

GenAI Narrative CV - Lattes

GenAI Narrative CV - CIENCIAVITAE

Accepted formats: Turtle (.ttl), RDF/XML (.rdf), N-Triples (.nt), Lattes XML (.xml), CIENCIAVITAE XML (.xml)

Generated Narrative CV

Skills Narrative

Based on the provided information, it appears that this researcher has demonstrated strong narrative and communication skills relevant for a research grant application. Through their published works, "Derrida and Political Discourse" and "Social Media as Discourse", they have effectively communicated complex ideas and concepts to various audiences. Their publications showcase their ability to distill intricate theoretical frameworks into clear, concise language, making their research accessible to both specialists and broader communities. Although there are no presentations listed, the researcher's writing portfolio suggests a strong capacity for dissemination, with books serving as tangible examples of their research's impact and relevance.

Leadership Narrative

This researcher has demonstrated extensive leadership experience across various roles, showcasing their ability to effectively lead teams and manage projects. As a member of the University Undergraduate Curriculum Committee and College of Arts and Humanities Tenure Committee, they have contributed to shaping academic governance policies, ensuring curriculum development and faculty evaluation align with institutional goals. Additionally, their involvement in mentoring activities, although lacking concrete details, suggests a commitment to supporting the growth of junior colleagues. Their leadership experience is likely to have honed their skills in strategic planning, collaboration, and decision-making, ultimately enhancing their capacity to drive academic success.

Development Skills

This researcher has demonstrated expertise in various aspects of scientific inquiry, showcasing their ability to design, conduct, and manage complex projects. With experience supported by the National Science Foundation Postdoctoral Training Award, they have honed their technical skills in [insert relevant technical fields or methodologies]. Their project management skills are evident through their successful completion of the grant-funded project. Notably, this research has led to significant achievements, including [insert specific outcomes or publications resulting from the project]. This expertise and experience position them well to tackle challenging scientific inquiries and drive meaningful research contributions.

[Print Narrative CV](#)[Download Narrative CV as PDF](#)[Show Uploaded File Content](#)

language, making their research accessible to both specialists and broader communities. Although there are no presentations listed, the researcher's writing portfolio suggests a strong capacity for dissemination, with books serving as tangible examples of their research's impact and relevance.

Uploaded File Content



```
# VIVO Sample Data
#
# This data can be loaded into a new VIVO to demonstrate features of VIVO.  See
# the VIVO Technical Documentation

@prefix xsd:    <http://www.w3.org/2001/XMLSchema#> .
@prefix skos:   <http://www.w3.org/2004/02/skos/core#> .
@prefix rdfs:   <http://www.w3.org/2000/01/rdf-schema#> .
@prefix vcard:  <http://www.w3.org/2006/vcard/ns#> .
@prefix geo:    <http://aims.fao.org/aos/geopolitical.owl#> .
@prefix bibo:   <http://purl.org/ontology/bibo/> .
@prefix vivo:   <http://vivoweb.org/ontology/core#> .
@prefix obo:    <http://purl.obolibrary.org/obo/> .
@prefix foaf:   <http://xmlns.com/foaf/0.1/> .

<http://vivo.mydomain.edu/individual/n1927>
  a                vivo:AcademicDepartment , foaf:Organization ;
  rdfs:label       "Physics"@en-US ;
  obo:BFO_0000050  <http://vivo.mydomain.edu/individual/n469> ;
  obo:RO_0000053   <http://vivo.mydomain.edu/individual/n6446> ;
```

LOCALAI CASES

▼ .venv

▼ Lib\site-packages

six.py

> Scripts

pyvenv.cfg

▼ .vscode

{ } launch.json

{ } tasks.json

▼ backend

> __pycache__

▼ instance

app.py

narrative_generator.py

rdf_processor.py

requirements.txt

utils.py

▼ frontend

> js

app.js

index.html

styles.css

NOTEPADS

OUTLINE

TIMELINE narrative_generator.py

○ File Saved now

○ File Saved 1 min

○ File Saved 2 days

○ Undo Accept Diff

○ Undo Accept Partial Diff

○ Undo Accept Diff

backend > narrative_generator.py > NarrativeGenerator > _generate_development_skills

5 class NarrativeGenerator:

9

10 def generate_narrative(self, researcher_data: Dict[str, Any]) -> Dict[str, str]:

11 """

12 Research Project - jose.salmjunior@udesc.br and CNPq IT Team.

13 Generate narrative sections for the CV based on researcher data.

14

15 Args:

16 | researcher_data (Dict[str, Any]): Dictionary containing extracted researcher information

17 | including publications, leadership roles, research projects, and skills

18

19 Returns:

20 | Dict[str, str]: Dictionary containing three narrative sections:

21 | - narrativeSkills: Communication and dissemination abilities

22 | - leadershipSkills: Leadership and management experience

23 | - developmentSkills: Research project experience and technical skills

24 """

25 return {

26 | 'narrativeSkills': self._generate_narrative_skills(researcher_data),

27 | 'leadershipSkills': self._generate_leadership_skills(researcher_data),

28 | 'developmentSkills': self._generate_development_skills(researcher_data)

29 }

30

31 def _call_ollama(self, prompt: str) -> str:

32 """

33 Call the Ollama API to generate text based on the provided prompt.

34

35 Args:

36 | prompt (str): The prompt to send to the LLM

37

38 Returns:

39 | str: Generated narrative text

40 """

41 try:

42 | response = requests.post(

43 | self.ollama_url,

Ln 107, Col 9

Spaces: 4

UTF-8

CRLF

{ } Python 3.11.9 (.venv: venv)

Cursor Tab

Thank you!

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