

Dear Students, All Classes:

This document serves as both the Alpha and Omega of the DPCJ. The DPCJ, or Design Project Course Journal, is the location where your work is: captured, stored, and discussed; displays included topic papers, quizzes, worksheets; keeps labs, images, sources, and so forth, for review. In a 15-week semester, as you will note in my own example pages below, there should be entries for Week 1 – Week 15. These weekly entries should be noted with headings for each week, and the content in each week is a personal and professional matter. For example, in my case, as you will see in the samples for Weeks 1 – 3, I write a lot, capture ideas, collect samples of output or work, and I discuss, validate, and provide citations from journals, the Internet, and various sources. But, this is just how I do this because I intend to keep my journal and post it to my ePortfolio/DrK Website. The reason I do this is that when I am asked about what I did in the ePortfolio class, or the Technical Enhancement class, or whatever class, I have a ready-made copy of what I did and can provide it in case someone wants to see a sample of my work to make a decision about its quality, output acumen, and the skills I am announcing.

Now, I don't intend to capture everything that happened in Week 3 or Week 9 or any other week, for that matter. I don't intend to tell you what I had for breakfast, how fast I drove to work, or how many cups of coffee I had before 9AM. The DPCJ is a repository of what was important that week, such as I designed a web page using HTML5 coding and I am going to: 1) show you the web page in production; 2) show you the code; 3) discuss its purpose and how this translates to the workforce; and, 4) use sources to validate and document the concept and outcomes I am demonstrating in a particular week. Week 1 might be 7 pages; Week 2 might 19 pages; Week 3 might be 11 pages; Week 4, a busy week, might be 28 pages...etc. Somewhere in all of this, I include the following items as they are items that I do as part of the assignments, anyway:

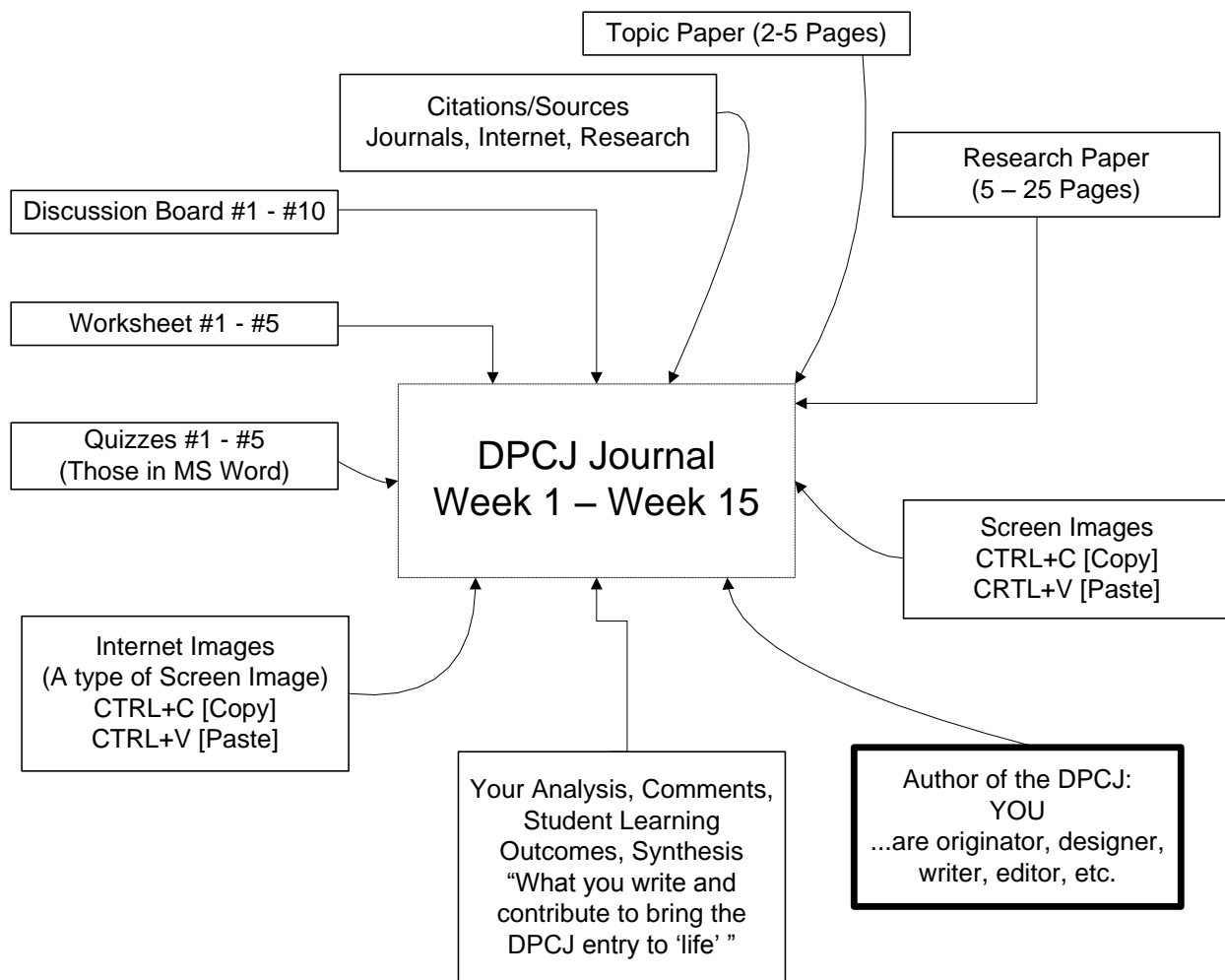
- a. In each week I contribute a Discussion Board item, I copy and paste this to the DPCJ for that week and the time I post to the Discussion Board – time to post--seconds;
- b. In the week that I have a Worksheet, I copy and paste this to the DPCJ for that week and post the same document as the assignment to Blackboard – time to post--seconds;
- c. In the week I have a non-timed quiz, I post to Blackboard and the DPCJ—time to post, seconds;
- d. In the week I post to the Library Research Log, I post to the LRL and the DPCJ—time to post...okay, enough already!!!

Each time I post an assignment, I open the DPCJ and post. I might add a few comments, look at a few sources, and maybe expand on a topic in that week. That's what makes this DPCJ so important to EACH of you—it is a personal display of your skills and abilities to build, maintain, and advertise your DPCJ for interested parties: mainly, at present, your instructor. What if you were looking for a job or a promotion or a position with a team? What if they needed validation that you had the ability to “journal” your thoughts and experiences and capture them for others to view and analyze? Would you have one? Would you know how to create a DPCJ for the workforce? Your organization? And so forth...

Your DPCJ is NOT separate from your topic papers; in fact, as each topic paper is completed in the work it is completed, guess what: you submit your topic paper and you capture it in the week of the journal in which the topic paper was due. What if you have a major project? You journal your experiences as you progress, and at some point, you capture the project and it also goes into the DPCJ during the week it is completed or due. IN other words, you create work, it goes into the DPCJ and if required, you submit individual assignments to Blackboard. It really is that simple, and complex.

How many pages are required in each Week's entry? That is NOT specified, but I can tell you that if you can validate your entire week's work in a paragraph, how much work did you do that week?/// See what I mean?! If in Week 14, you want to demonstrate your semester project and you type two paragraphs, add one image, and all this fits into $\frac{3}{4}$ of a page, what project were you working on? I'm not asking you to build a project and develop DPCJ entries that would rise to the level of Professional Marketing; however, you must be able to allow the reader to validate your skills by what you promote in your DPCJ, would you agree? So, what do you include? See the graphical representation below and consider it. (see Figure 1)

Figure 1: Graphical representation of DPCJ Content



To reiterate the process:

1. The DPCJ is the document to which ALL work is submitted. You may keep a running journal entry system, or make each Week a separate file to cut down on file size. Then, at the appointed time, you should zip the weekly files into a ZIP file format and submit the DPCJ as a ZIP file. My Recommendation: Break up the DPCJ into weekly files and ZIP them for submission. **It is not unreasonable that a Worksheet or Quiz might require a Weekly file from you for review.**
2. Keep each week's journal updated. Think of it this way: if you already have assignments that can be stored in the DPCJ, then that is NOT additional work, it is already required work and therefore, is not extra time, but copy+paste time. How much you write in each week's journal is based on your leadership and drive, but DO NOT fill up a week's journal entries to "have pages" as this is not the intent of the DPCJ. The DPCJ is to validate by material that will be read by interested parties to discover what you have learned, what you know, and what you can validate as your skill set and knowledge acquisition.
3. Images in the DPCJ are to substantiate your learning outcomes. For example, if you spend a week-to-two-weeks in a module, chapter, or tutorial, when you have worked through these materials, you only need to provide the 'end product' of that module, chapter, or tutorial to validate your technical skills. PLEASE DO NOT fill up pages with images because it consumes pages or looks as if work is being accomplished. It is NOT required, and readers will view 'busy images' as just that—supply screen capture and other images to validate, not overwhelm. These images should show substance and SKILL DEVELOPMENT. In other words, 10 images to validate when 1 or 2 are needed, causes the interested reader to lose faith in the process and cast a shadow on Student Learning Outcomes. Efficiency and effective are the operative words in screen capture.
4. The text you supply should supplement the validation process. For example, if you are demonstrating that you have developed an ePortfolio page/web site, supply a screen capture of the web page and then discuss in relative detail what it is, what it does, and what you learned, as well as how it applies to the world of work. This can be done in a page or two (or in my case, I go overboard and write to excess.) Let the text speak for you; don't let the text confuse and bring to the reader a sense of verbiage that loses the reader. How much is too much? That is a part of the learning process in the DPCJ.
5. Share your DPCJ with others. Seek the review of others in your DPCJ to elicit review and comment on what the DPCJ/Weekly Entries do for the reader. Ask someone you trust to read and comment; is the DPCJ/Weekly Entries easy to understand, too long, too short, need images, have too many images, and so forth. Peer review is one of the best methods to create a most effective and efficient DPCJ.
6. IT cannot be stated enough; maintain your DPCJ on a regular basis. If you put off the DPCJ, the residual effect is trying to write from memory and with our busy lives, writing from memory compounds our urgency to get the task completed, and when urgency sets in, we tend to write less and be much less effective and efficient.
7. Lastly, and most importantly: CONTACT your instructor with questions. Provide your DPCJ in Weekly file form, and ask for review. I will do this and comment to help you through the process. If you are confused, waiting until Week 14 is not a useful method of getting help.

Amridge University

Fall 20xy

Design Project Course Journal Sample

Submitted by Dr. Ken Scott

Date Submitted: 12 December 2013

(Written in APA 6th Ed., or Chicago Style v. 16: Margins 1" all, Calibri (Body), 12 Pt, Justify)

College of Business and Leadership

Program Coordinator, Dr. Ken Scott

Bachelor of Science in Business Administration – Information Systems Management

Submitted in partial requirement for the Course,

CO1234: Learn-a-Lot-of-Information Technology

Title & Description of this Project:
Design Project Course Journal (DPCJ):

The following journal was an exercise in validation of my course in Fall Semester 20xy, at Amridge University, in the course, **CO2412 Creating a Business Presence on the Web**. During the semester, I validated my skills development by writing each week in this journal to discuss my learning outcomes, providing samples of my work via screen capture examples, collecting and citing sources to support my work, and using the DPCJ as a repository for my work in Fall Semester 20xy. I also included my content paper in the journal and that sample, as well as my power point slide deck, and poster, are included. While learning how to function in this new approach to learning, I was confused. However, once I discovered the process, it was quite an ingenious approach to learning—particularly Student Learning Outcomes. Thanks, DrK.

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***** You will need to modify these page numbers to be accurate, but you already knew this.. *****

Design Project Course Journal Executive Summary

The Design Project Course Journal (DPCJ hereafter) is a central repository for validation of my work in the semester for the following course and description:

CO2412 Creating a Business Presence on the Web (4 Semester Hours)

As a student in this course, you will learn the essential concepts of HTML, XHTML, and XML. You will begin with developing a basic Web page and move on to developing a basic Web site. You will also cover working with page design, working with tables, and working with frames. Next, you will cover creating Web page forms, working with Cascading Style Sheets, and using multimedia on the Web. Finally, you will learn about XHTML and working with JavaScript.

Within the DPCJ, you will note that the following pages include a sundry set of materials that include the following: a) weekly sections that include my citations, research if required, samples of work completed in chapters or tutorials from my textbook, assigned readings, and other items such as the Discussion Board entries; b) if a paper is assigned, I have complete that research/topic/technical paper and it is included in Week 15; c) if a presentation or poster is required, those items are also listed in Week 15; and, d) I have included sample screen-shots of my work that was developed in the tutorials, with discussion, citations, comments, what I learned, and other items of importance. Each weekly journal entry is intended to demonstrate my Student Learning Outcomes as outlined in the Syllabus, Blackboard, communications with my professor, and his 'infamous newsletter.'

Upon completion of the DPCJ, I will not only have a validation for my learning experiences, I will also have samples of work that will be highly useful if and when I begin to design and development my ePortfolio. These samples will include those items as noted above, but they will be items that will demonstrate my skills in designing and developing web pages and coding in html. As these work samples are captured in my DPCJ, I will save the DPCJ and use it as a resource to support the ePortfolio. The ePortfolio, in turn, will become the review method for employers and other interested parties to review my skills, community service, and soft-skills abilities as demonstrated by my writing, presentation, and design capabilities.

Week 1: Course Introduction
26 August – 1 September, 2013

Overview: Week 1 included the acquisition of my textbook, review of the syllabus, and a walk-through of the Blackboard assignments and other materials. This first week was somewhat confusing because I was tasked with learning this new procedure—the DPCJ—which was unlike my other courses. I assumed that I needed to keep the DPCJ, write a paper, do the tutorials, and all of these required separate writings or a research paper. In fact, I thought I was to send the Discussion Board items via email, then do the Discussion Board items, and then notify my instructor by attaching my discussion. Once I realized that the DB items were as in my other classes and I only needed to notify my instructor via the ‘Add Comments’ area of the Assignment, I was ready to move ahead (see Figure 1).

Preview Upload Assignment: DB1(10Pts)
You are previewing the assignment—your submission will not be saved.

Cancel Save as Draft Submit

1. Assignment Information

Name	DB1(10Pts)
Instructions	Submit notification to your instructor that you have accessed Discussion Board item #1, participated in the discussion, and that your notification to your instructor indicates that your DB item #1 needs grading.
Due Date	Sunday, August 25, 2013 11:59:00 PM CDT
Points Possible	10

2. Assignment Submission

Attach File

+ Type Submission

3. Add Comments

Comments

Character count: 0

4. Submit

When finished, make sure to click Submit!
Optionally, click Save as Draft to save changes and continue working later, or click Cancel to get out without saving changes.
You are previewing the assignment—your submission will not be saved.

Cancel Save as Draft Submit

Figure 1. Notification of Discussion Board Participation.

According to a blog by Michael Hyatt (2013), an experienced Wall Street editor, he has discovered seven major benefits of keeping a journal (see Table 1):

Table 1.

Seven benefits of keeping a daily/weekly/other-schedule journal

Lesson Learned	Description of the Lesson
Process previous events.	What happens to me is not as important as the meaning I assign to what happens to me. Journaling helps me sort through my experience and be intentional about my interpretation.
Clarify my thinking.	Writing in general helps me disentangle my thoughts. Journaling takes it to a new level. Because I am not performing in front of a “live audience,” so to speak, I can really wrestle through the issues.
Understand the context.	Life is often happening so quickly I usually have little time to stop and reflect on where I am in the Bigger Story. Journaling helps me to discern the difference between the forest and the trees.
Notice my feelings.	I understand feelings aren’t everything, but they also aren’t nothing. The older I get, the more I try to pay attention to them. They are often an early indicator of something brewing.
Connect with my heart.	I’m not sure I can really explain this one, but journaling has helped me monitor the condition of my heart. Solomon said “above all else” we are to guard it (see Proverbs 4:23). It’s hard to do that when you lose touch with it.
Record significant lessons.	I’m a better student when I am taking notes *. Writing things down leads to even deeper understanding and, I hope, wisdom. I want to write down what I learn, so I don’t have to re-learn it later. *Taking notes: http://michaelhyatt.com/recovering-the-lost-art-of-note-taking.html
Ask important questions.	A journal is not merely a repository for the lessons I am learning but also the questions I’m asking. If there’s one thing I have discovered, it’s that the quality of my questions determine the quality of my answers.

As noted by Hyatt, keeping a journal, whether weekly, daily, or otherwise, he has discovered the learning benefit of keeping this ‘record.’ Consequently, for me to better understand what my instructor wanted in the DPCJ, I researched the idea of the journal and have uncovered a significant finding: that if I take the DPCJ seriously and work at it as I am learning, I will learn more, be able to discern my own needs, and the outcome in the final analysis is that I will have a valuable validation document at the end of Fall 2013. In my search to better understand the DPCJ, I found the following peer-reviewed journal article by Mills (2008, p. 684):

Teachers on all levels have long puzzled over ways to improve teaching strategies to make the teaching/learning process more effective ... which brings forth active engagement rather than simple memorization ... one possible solution for solving this problem might be to require students to keep reflective journals on such assignments.

In this article, it suggested the argument that students who keep these types of journals and do not look at them as 'busy work', actually do slightly better on their grades. A few factors that inform this process were: a) students tend to better relate what they read to the application of learning outcomes; b) when they journal, they connect their learning to personal experiences; c) they perform better when analyzing and synthesizing information; and, d) they are more inclined to produce a better outcome in their classes as they internalize learning to 'provide proof' in the journal. From this brief investigation, I now understand the purpose in the DPCJ—although I am still learning the mechanics of how it works.

In Week 1, I reviewed the syllabus, the structure of Blackboard, and received several emails and contacts from the instructor. In this week, I completed the Personal Information Paradigm (PIP) and the DPP or Design Project Proposal. The DPP was a bit difficult to understand because I didn't know how to submit a proposal because I haven't even decided on a topic, so I had to contact my instructor several times to figure out how to do that. That item was submitted on 1 September 2013. I submitted my PIP on the 2nd of September 2013, because I had to have something clarified before submitting that as well. I am including my PIP and Discussion Board Item#1 below as validation of that assignment in Week 1. I began reading Tutorial 1 towards the end of the week and will post my progress in Week 2.

Discussion Board #1: Question to Comment:

Writing code for a web page, or coding a web page, or writing source code, or doing software engineering or development for web design--really one on the same, is intensive work. It's like any other endeavor: start on Page 1. It's like the saying (and I would never do this or advocate that anyone does for ANY reason), how do you eat an elephant? (This is a metaphor!!!) ... One Bite at a time. So, it is with studying the skills to code a web page. That's only half the process; the other process is to get it posted to the Web Server... and then open it to the world wide web via a hosted server, domain registration, and so forth. Therefore, speak a few lines to your experience in web coding, writing software, and so forth. Thanks, DrK. ... **Response below...**

My name is "John Smith" and I am pursuing the Information Communications degree through Amridge. I have entry to intermediate level knowledge/experience in writing web code. At one point in life, I taught a basic HTML course, so I am familiar with the basics. Oddly enough, I never had the chance to make those webpages "live" as it was a closed network that we worked from. I did work with FrontPage and was exposed to DreamWeaver, but found it a bit difficult to navigate. I have never written any software code, or dealt with C+ coding etc.

I am looking forward to what this course has to offer.

John

Personal Information Paradigm #1: Information Sheet, Rubric, Week 1 from Professor:**Worksheet for Personal Paradigm and Policy Confirmation Statement****Gradebook: PIP (50 Points)****I. General Information (20 Points)**

- a. Should be about two/three pages double spaced
- b. Include full contact information
- c. Headings about yourself
 1. Your work experience
 2. Your final educational goal
 3. Your computer access at home and work
 4. What you see yourself doing 5 years from now and 10 years from now
- d. Any publications or articles you have written or hope to one day write (anything is applicable)
- e. Memberships of organizations you are involved in or have been involved in
- f. The speed you of Internet connection and your service provider
- g. Community service you have done or plan to do or would like to do

ALL THIS GOES ON PAGE 1-2-3

II. Page Two-3/4/5 (20 Points)

- a. Write me an essay of technology as you see it. In other words, how has technology helped society or you specifically do your job better, access information, etc. This little essay will tell me a great deal about “transferability.”

☺ About me...

- * Dr. Kenneth Edward Scott (Ken)
- Been in Technology since 1973 (I’m a boomer)
- Have an AA from U of Maryland, BSEET from Georgia Southern University, MED from Auburn University Montgomery, Post Grad Hours in CIS from AUM/Troy University, and an Ed.D. in Higher Education Leadership (defended 17 April 2008, graduated 10 May 2008) from the Educational Foundations, Leadership and Technology Department, College of Education, Auburn University;
- Military for 7.5 years (I was a spy, worked in secret buildings, red phones, and so forth....)
- Have presented at many conferences, working on publishing several (more) articles, and working on book manuscript on the state of College Readiness and Student Success in the US Community Colleges
- Emphasis is in Networking, CIS, Security, Linux, Wireless, Project Management, and Programming (a little rusty there)
- Director of a Regional Cisco Training Academy
- Been a hardware and software design engineer for many years
- But nuff bout me...

Looking forward to reading your individual Personal Paradigms.

NOTE: If you have already submitted one of these from a previous class, please update to current status and resubmit with new changes. See <http://dr-kenscott.com> for information regarding your learning partner for this course, yes... Dr. Scott is a learning partner. SEE SPECIAL NOTICE ON NEXT PAGE...

Special Notice: (10 Points): Please read the University Policies provided in the Course Syllabus. Upon completion of reading these policies, include a page in your Personal Paradigm that states: (Please make this the last page of your Paradigm).

I, Kenneth E. Scott, (your name goes here, but you knew that ... ☺) have read the University Policies included in my course syllabus. I have completed this activity on August 30th, 2009 (applicable date).

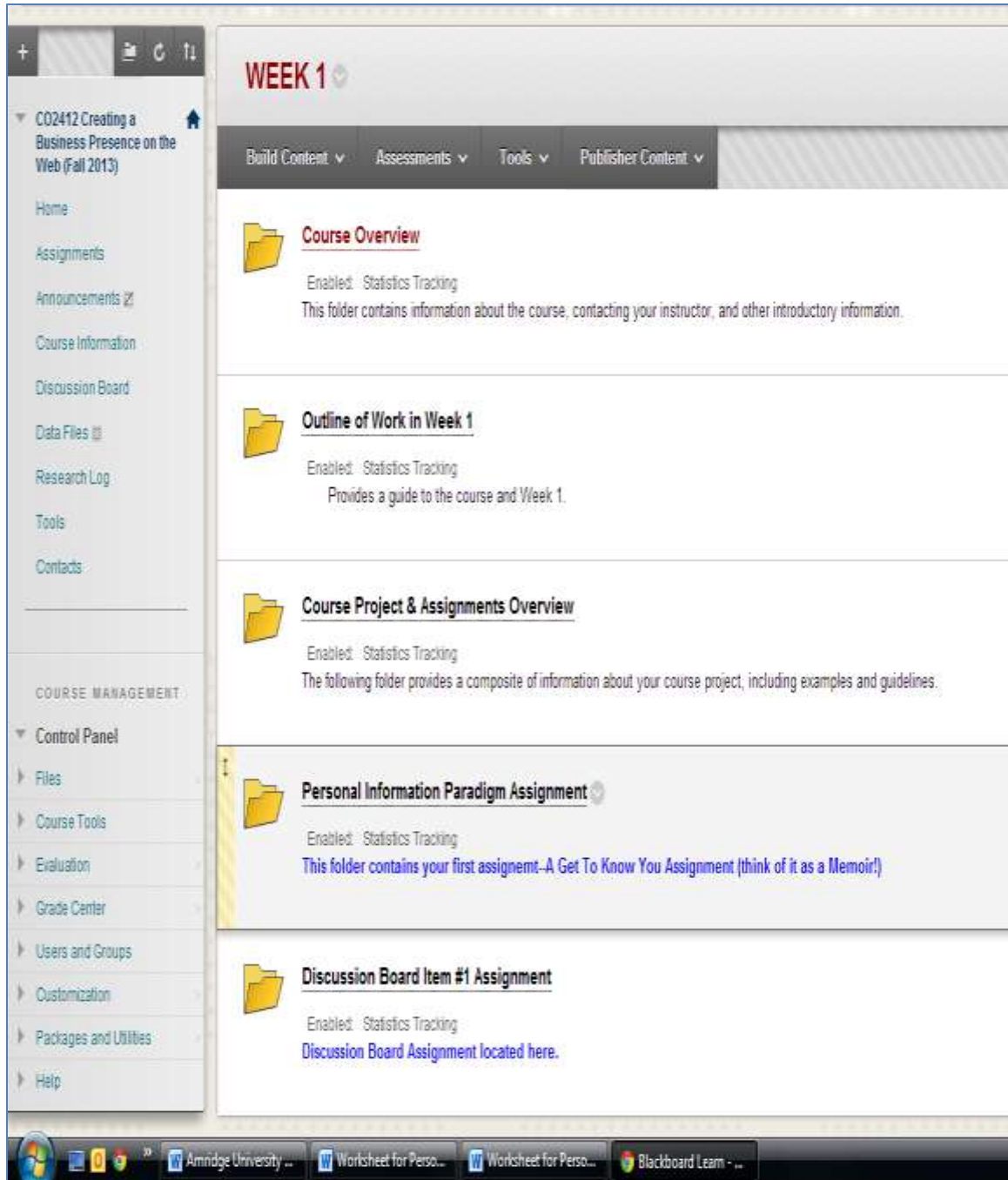
Signed,
Kenneth E. Scott

You may type your signature in lieu of an original signature.

Thanks much,
Ken

Worksheet for Personal Paradigm and Policy Confirmation Statement**Gradebook: PIP (50 Points)****RUBRIC**

<u>What is to be included</u>	<u>Description</u>	<u>Points Possible:</u>
<u>General Information (20 Points)</u>		
Written pages	Minimum 2 pages, Maximum pages 4/5, double-spaced (1-2 Pages for this information)	2
Contact information	Phone, email, emergency contact, etc.	4
Work Experience	A brief “resume” of work experience related to the course, in general, etc.	2
Final educational goal	What are your plans after the BS, professional development, etc.	2
Long Term Goals	What will you do with your education, will you continue, do you expect your education to support your work, job, promotions, etc.	2
Publications	Any publications of any kind: newspaper, books, articles, poems, do you like to write, etc.	2
Memberships in organizations	Professional organizations, groups, volunteer groups, etc.	2
Internet Assessment	Do you know your Internet speed, who is your service provider, what are some of the major benefits, etc.	2
Community service	Have you done any, do you want to do any, did you document your work, did you do any work from your church in the community, etc.	2
<u>General Information (20 Points Possible): Points Earned & Reported: (x/20)</u>		
<u>Essay of Technology as You See It (20 Points)</u>		
Essay of Technology	How do you perceive the current & future applications of technology; how has it impacted you; has it helped you keep better contact with your family, at work, and other areas of your life; do you foresee it becoming a better thing in the future or a worse thing..., etc.	5 – overall content 5 – technology specific 5 – examples 5 – personal impact
<u>Essay of Technology (20 Points Possible): Points Earned & Reported: (x/20)</u>		
<u>University Policies</u>		
University Policies	Read the University Policies provided in the Course Syllabus and acknowledge via your submission as noted on the PIP Information sheet	10
<u>University Policy Acknowledgment & Signature Page: (x/10)</u>		
Total Points for this assignment:		50



Copy of Week 1 Assignments and Materials

Personal Information Paradigm #1: My PIP Submitted:

See Next Page

Personal Information Paradigm (PIP) for DrK

Submitted to Dr. Ken Scott

Submitted: 1 September 2013

CO2412: Creating a Business Presence on the Web

1. Contact Information:**b. Full Contact Information:**

Ken Scott, Amridge University, 1200 Taylor Road, Montgomery, Alabama 36117

Telephone Numbers:

Amridge University 334.387.7874

Toll Free 800.351.4040, Voicemail Ext. 7874

Fax 334.387.3878 (put instructor's name on fax cover sheet)

Email: kenscott@amridgeuniversity.edu

Home: 334.279.6480; "Celery Phone": 334.312.4751

c.1. Work Experience: (Use my BIO)

Dr. Ken Scott is an experienced educator and engineer with 28 years in education and a combined tenure in technology, education, project management, and engineering of over 40 years. Areas of current specialization are: (1) network design engineering; (2) project management; (3) systems security; (4) student internship/STEM development; (5) e-portfolio design and applications; (6) applied research; (7) open-source enterprise applications; and, (8) business systems and leadership. Currency of specialization is the result of extensive professional development, conference preparation/presentations, and applied research activities, with professional employment in the public, private, and military sectors. Military service was directly related to Information Systems applications/experience in the Far East, Europe, and the U.S., with 7.5 years in United States Naval Intelligence Operations, 3 years Naval Reserve, and 1 year Coast Guard Reserve. Intelligence operations utilized information systems/technologies to recognize, capture, collect, analyze, and report—in real-time—top secret and highly sensitive data to CONUS agencies (e.g., Pentagon/NSA/Armed Forces HQs) for strategic and tactical global defense initiatives and international alliances (US/Allies).

He has presented at numerous venues, including the League for Innovation in the Community College's STEMtech, Information Technology, and Innovations Conferences; Association for Institutional Research Annual Forums; Alabama Community College System's Annual Conference; SkillsUSA University; Southeastern Association for Community College Research; Annual Meeting of the Commission on Colleges of the Southern Association of Colleges and Schools; National Institute for Staff and Organizational Development; and, the Certified Internet Webmaster Conference.

His publications include the *Community College Journal of Research and Practice*, *Community College Review*, *Innovations Abstract*, *Learning Abstracts*, *Innovation Showcase*, *The Teaching Professor*, *Faculty Forum*, and the *Association for Institutional Research Forum Papers*. He is an active and/or past member of the Association of Information Technology Professionals (AITP); Institute of Electrical and Electronics Engineers (IEEE); American Association of Community Colleges (AACC); American Management Association (AMA); Association for Institutional Research (AIR); National Business Education Association (NBEA); editorial boards for *Amridge University Press* & the *International Journal of ePortfolios (IJeP)*; and, a 'peer-reviewer' for AIR manuscripts, forum proposals, and the eAIR newsletter. He has been involved in scores of community service projects, including Habitat for Humanity, Hurricane Katrina; Living Abroad Sponsor – Rota, Spain; numerous local area functions in K-12 schools and area events; and the Great Day of Service, Frazer Memorial United Methodist Church, Montgomery, Alabama (Dr. Scott's most memorable).

Dr. Scott's awards include a National Community College Teaching Excellence Award, University of Texas Study; he has been nominated three times for the Alabama Community College System's Chancellor's Award for Academic Faculty, being named the **2011 Alabama Community College System Academic Faculty of the Year**; he has been recognized to present a paper at the Association for Institutional Research's *Distinguished Paper Session*; he has received recognition from the Southeastern Association for Community College Research (SACCR) organization for an *SACCR Outstanding Paper Award*; and, he has been selected to present a *Special Session* for The League for Innovation in the Community College's *STEMtech* annual conference.

At present, Dr. Scott is serving a three-year term Board of Directors position for Auburn University Montgomery, Alumni Association (Jan 2014 - December 2016), and a three-year term for the Alabama Holocaust Commission (Jan 2014 - December 2016).

c.2. My Educational Goal:

My educational goal is to help students maximize their Student Learning Outcomes. These SLOs are the most important issue that I see for them as having taught for 28 years, served in the U.S. Navy, and been to so many conferences my hair is all gone. I want them to achieve and share my knowledge and experiences so that I can stop 'toting' them around in my head all the time. ☺ Education is the great change agent in our society and I desire for all people to have that opportunity to become a recipient of this excellent opportunity.

c.3. My computer access at home and work:

At home, I have some computer stuff that connects to knology.net, now WOW! The ISP has been very excellent for a long time, the access is fast, and the web services are excellent (oops, I just used that word, didn't I?). I use wireless, have a direct connection with a cable modem, and use several applications to accomplish learning outcomes. My desktop is the workhorse of the study, my laptop is the small horse in pulling the Learning Wagon, and my iPad is so cute! (Hey, I like my iPad, so don't laugh!)

c.4. What do I see myself doing in 5 or 10 years from now:

Retired, retired, and retired. Writing books and journal articles and traveling. I plan to do final retirement at 67, and in between now and then, do those things like work, write, work, spend time with family, and have published some 25 books, 400 journal articles, and slept no more than 40 hours in the next seven years!

d. – g. All of these items can be found at: <http://dr-kenscott.com>

dr-kenscott.com

Ken Scott, EdD, CCNA, Security+, Linux+

FOOD FOR KIDS

Town Report:
Leadership Montgomery Report

Welcome to a Humble Web Experience

ACCESS THE @-PORTFOLIO-WEB SITE

The material in the web pages that follow include a 'web presence' and a set of materials constituting the 'ePortfolio.' Please review these pages as you desire, leaving any comments you deem courteous, professional, and add to the value of the postings you are about to review and/or consider. The contents of this site are 'To Serve The One True God, Not Self.' (Rasul Mark 12: 17).

"Consider the ways of the Ant and be wise even without guide, overseer or ruler." (Proverbs, Chapter 6)

Verse for 2013: "Work hard and cheerfully at all you do, just as though you were working for the Lord and not merely for your masters, remembering that it is the Lord Christ who is going to pay you, giving you your full portion of all he owns." Colossians 3:23-24

Carpe Diem for Christ

The Home on the 8-Range Page: Last Update **** January-December, 2020

II. Essay of Technology as I see it:

Technology as I see it has been a marvelous invention and a headache. It has brought new treatments, drugs, improvements in roads, better access to information; it has also brought out the worst in so many people throughout the global community in which we live. For example, according to privacymatters.com¹, “Hacking accounted for the largest number of compromised personal records in the last 12 months, involving an estimated 43 million Americans.” That’s an equivalent of 1 in every 6 people in the United States (assuming 300 Million: ~50/300). As I see this fact, I am ambivalent about the prospects of our security, safety, and well-being as others may use the Internet and instant access to remove freedoms that we enjoy!

On the other hand, I am excited about the easy way we can now access reliable information (some is still to be dubious, so be careful). I can, from my chair, go to anywhere in the world virtually, collect very useful and reliable studies and research, and share my ePortfolio across the Internet at the drop-of-a hat. My family can shop at <https://amazon.com> and purchase anything at a reasonable (and often better) price than at local WalMarts. We often joked that soon we will purchase our groceries from Amazon and it will be here so fast we don’t even need to leave our home. We can access movies (the good kind!), watch the National Geographic Channel, Nick Jr., and Disney Jr., and learn some really good stuff because of technology. The downside to all of this: you can’t be idle or in the “heady” are of technology all the time.

You need exercise, Bible Study, and family times. You need to get outdoors and smell the fresh cut grass or make snow angels if you are in the climates where it snows. It’s vital to talk to people, not just text them all the time. The danger is that if you text too much and too often, your language will be a series of acronyms and that ‘ain’t’ LOL...btw! Even in this context, there are items via the Internet that can help you be better in your downtime or workarounds. A workaround, like a Walk About, is to find solutions that still get you to the end result, even if you used unorthodox methods (I didn’t say unethical, immoral, or illegal methods). In my case, since this is my own PIP write-up, I used workarounds all the time while I was taking classes in college. I get power naps, work late, early, go to work, do some study on my lunch break, take care of family needs, go to the coffee shop and enjoy time with my wife and daughter and take the laptop or paper and pen (in those days); technology has revolutionized this in so many ways. One of the best things going for the public ‘at lodge’, (someone told me once), is the wireless/hotspots. I can take my wireless device, whether iPad, notebook, laptop,

¹ <http://www.privacymatters.com/identity-theft-information/identity-theft-computer-hacking.aspx>

or whatever, and connect, work, and check email and messages. It keeps me connected to family in case anything ever happens and I can respond immediately. Technology has made me easily ‘findable’, meaning I can be found via Social Media outlets, online, ePhone, e-this, e-that, and e-hoooooie! That’s not all bad, because as I say, I’d rather be able to be found than to not be found.

Various technologies enable me to do so much more with the apps that are available. For example, I am into photography in a big-way. I can take pictures and load them directly into the computer, edit the images, print them on photo-quality paper, and make some very good images to be frames or shared with family and others. I can store the images digitally and have at a moment’s notice to access via the Internet. Moreover, I use technology to store all my stuff and have created an ePortfolio in which I can access important images and materials for employers, professional development, and personal access. Within all these technologies, I am able to keep in touch with family via Skype or other apps and in this way, be closer to family and friends. Social media has allowed me to learn to text—not text and drive—but to text and save some time in communications. Technology has also been a sort of dichotomy in my life; on the one hand I can do all the above things I have mentioned, and on the other hand, there are some real knuckleheads out in the world who do not want to achieve anything more than to steal your identity your life savings.

The remainder of this PIP could be used up in talking about the total technologies that have been of use to me personally and professionally, but there are many things that I do not even use. For example, I don’t have a smart phone because I refuse to totally immerse myself in absolute technology overload. Why? Because I want to save a remnant of myself to remember how to use a pen and paper. There is something about not being able to use a pen and paper to write something down, instead of keying it into a notes area of a computing device, that makes a total computing life a bit surreal and unrealistic. But in general, technology has made the ability to work at times and places that normally would have been impossible, a great thing to have.

To students: the total amount of what you want to share is totally up to you.

SUMMARY of Week 1:

1. The syllabus was helpful, but really long. I read as much as I could, and will have to read more to get the entire jest of what it's all about.
2. The Blackboard layout was a good, and easy to follow, once I understood the process. I thought the link to The First Day of Class was very helpful. The way the Weeks are given, it is not easy to understand the materials that are to be done in the course and the deadlines—although some of those were different in the Discussion Board and the weekly assignments—until the instructor changed/fixed them.
3. The PIP and DPP were something new, but after the information provided by the instructor, they also made sense to me.
4. I will begin to post actual screen shot images of my work in Weeks 2 – Weeks xyz, as I have not yet begun to work far enough in the textbook to finish one of the requirements in the Tutorial.
5. I included two sources this week and will add to the total for the Library Research Log in the following weeks.

End of Week 1, DrK

Sources

- Hyatt, M. (2013). *The seven benefits of keeping a daily journal*. Downloaded from <http://michaelhyatt.com/daily-journal.html>.
- Mills, R. (2008). "It's Just a Nuisance": *Improving college student reflective journal writing*. *College Student Journal*, 42(2), 684-690.

**Week 2: How to use MS Word to create a Lesson Plan.
2 September – 8 September, 2013**

In this week's lesson, we learned about using various features of MS Word to create a dynamic Lesson Plan. The Lesson Plan, or Student Learning Outcome, is a vital part of a student's overall learning for a course in university study. In *The Chronicle of Higher Education* (April 28, 2009), Glenn notes that "many college leaders are worried that their students do not know about the learning outcomes they are supposed to achieve." As a result, when a Lesson Plan is constructed in MS Word 2010/2013, it has the potential to create alignment between what should be learned and the expected and stated Student Learning Outcome.

This week addresses Worksheet #1, Discussion Board Item #1, Week 2 of the Design Project Course Journal (DPCJ) and the design of the Student Learning Outcome will be presented in the Lesson Plan as indicated on the following pages. This lesson plan expresses the objectives of the lesson plan and what is expected from the student in learning the materials for Week 2.

.....

The content of Week 2 will vary and should vary towards your objective. Some weeks you may have a longer than normal section and other weeks, you might only have a few pages. The DPCJ is YOUR creation and you must manage the content. What I am looking for as your instructor is creativity, validation, and samples of work in word and screen capture if you are working on a technical set of materials in a tutorial from a textbook.



EPORTFOLIOS: THE TOOL OF CHOICE FOR VALIDATION

LESSON OBJECTIVE (SLO#1): HOW TO EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE.

I  **R-E-A-D-Y F-O-R T-H-I-S...!!!**  

If someone asked you right now to explain to them what this ‘ePortfolio thing’ is all about, could you do it? Right now, right where you are standing, sitting, or cogitating? Before you answer, I don’t mean a casual answer, like, “Well, I think an ePortfolio is a web site.” True, but ‘way not’ enough to be ‘spot on.’ Think about **this**: An ePortfolio is the future replacement for the old paper-style format of the resume² (see [Dan Schawbel’s “5 Reasons Why Your Online Presence Will Replace Your Resume in 10 years”](http://www.forbes.com/sites/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/)). “No way!,” you reply! I respond, ‘Yes, Way! Have you done any research on it?’ No? Then, my co-learner, ‘turn-and-burn’ on the stuff that follows...But first, take a look at this example Award Winning ePortfolio from a student at Clemson University. See any features you like? How would you express to someone what you see in this ePortfolio? What is its purpose? Does it pertain to the personal and professional attributes of this student? **(1) (5) (A, R)**

- Welcome
- About ePortfolio
- Competencies
- ePortfolio Awards
- Getting Started
- Research
- Faculty/Staff Resources
(login required)
- Support
- Gallery
- Contact Us

Is Your ePortfolio Award Worthy?

The Clemson ePortfolio Program announces

The 2013 ePortfolio Awards

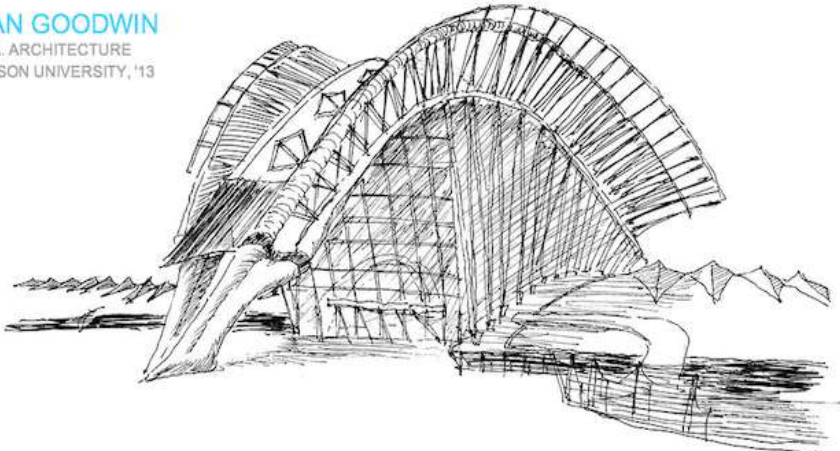
Every spring awards are given to students with outstanding ePortfolios. Below are the winners for 2013.

Clemson’s Best is the ePortfolio that brings together creativity, originality, reflection, as well as substantive evidence of learning throughout a student’s undergraduate career in a way unique to the Clemson experience. This award is given to graduating seniors.

1st Place – Evan R. Goodwin

HOME PROJECTS PORTFOLIO SKETCHES MORE

EVAN GOODWIN
B.A. ARCHITECTURE
CLEMSON UNIVERSITY, '13



² <http://www.forbes.com/sites/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/>

BEFORE WE BEGIN, review the two definitions of an ePortfolio: 1) “**Clemson's Best** is the ePortfolio that brings together CREATIVITY, ORIGINALITY, REFLECTION, as well as SUBSTANTIVE EVIDENCE of learning throughout a student's undergraduate career in a way unique to the Clemson experience. This award is given to graduating seniors” (See Web Page above); 2) “*Folio thinking*, the reflective practice of creating ePortfolios ... ePortfolios offer a framework in which students can personalize their learning experiences, and create different representations of their learning experiences tailored to specific audiences while also developing multimedia capabilities...” (Penny-Light, Chen & Ittelson, 2012, p. 8-9).

REMEMBER THE ORIGINAL QUESTION? “If someone asked you right now to explain to them what this ‘ePortfolio thing’ is all about, could you do it? Right now, right where you are standing, sitting, or cogitating?” Can you now move from a simple, “Well, I think an ePortfolio is a web site”, to a more expanded definition? If you answered, yes, then you are on your way to a successful ePortfolio experience, from design and development to becoming a ‘guru’ of purpose and application of ePortfolios. **(5) (A)**

II. LESSON OBJECTIVE(S) (SLO#1): EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE. **(A, R, C)**. **Information to support your understanding and to assist in the Lesson Objective: (2)** The two items below are the specific— independent and dependent—goals to achieve the Lesson Objective (SLO#1). You should be able to express, in your words and as you have developed an understanding, the following upon completion of this lesson:

a) Effectively communicate the overarching purpose in an ePortfolio: Effective communications about an ePortfolio means that you have a fundamental-to-intermediary grasp on the purpose in why someone would expend the time, energy, and possibly the financial resources, to create and maintain an ePortfolio. A good example is the program at Clemson University. Clemson is a major Southeastern university, yet they apply resources to the development of student ePortfolios, even to the outcome of identifying those that are award winning ePortfolios. Why? Because ePortfolios have enormous potential to promote and validate “creativity, originality, reflection, as well as substantive evidence of learning throughout a student's undergraduate career”; ePortfolios are tools to **VALIDATE** your applicable experiences, workforce competences, and soft-skills abilities.

b) Effectively communicate the purpose in developing and continuously improving an ePortfolio for Personal and Professional Use: Once you can ‘diatribe’ about the purpose of the ePortfolio, the intent becomes to develop and continuously improve the ePortfolio to promote your personal and professional attributes, skills, experiences, abilities, accomplishments, and community service to the local, regional, state, U.S., and global community. The Personal aspect is for those in community service or other applicable areas that need an experienced individual to serve a community service project; The Professional aspect is to ‘sell yourself’ in terms of workforce preparation to enable employers to validate your experiences as a prospective employee. These activities, in the form of artifacts, are: individual or team projects, research papers, journals, awards, publications, previous experience, and so forth. Review the following article for ‘content application.’ Give particular attention to the Oracle lesson regarding ePortfolios and note also that Oracle is the global leader in relational database design, thus if Oracle is treating ePortfolios as an instrument of validation, there is considerable merit in its design and public-domain access: <http://dr-kenscott.com/League%20for%20Innovation%20ePortfolio%20Published%20Article%20Scott%20&%20Raza.pdf>
Before proceeding, please review Figure 1 and Figure 2 to help you graphically understand the full-spectrum of the ePortfolio.

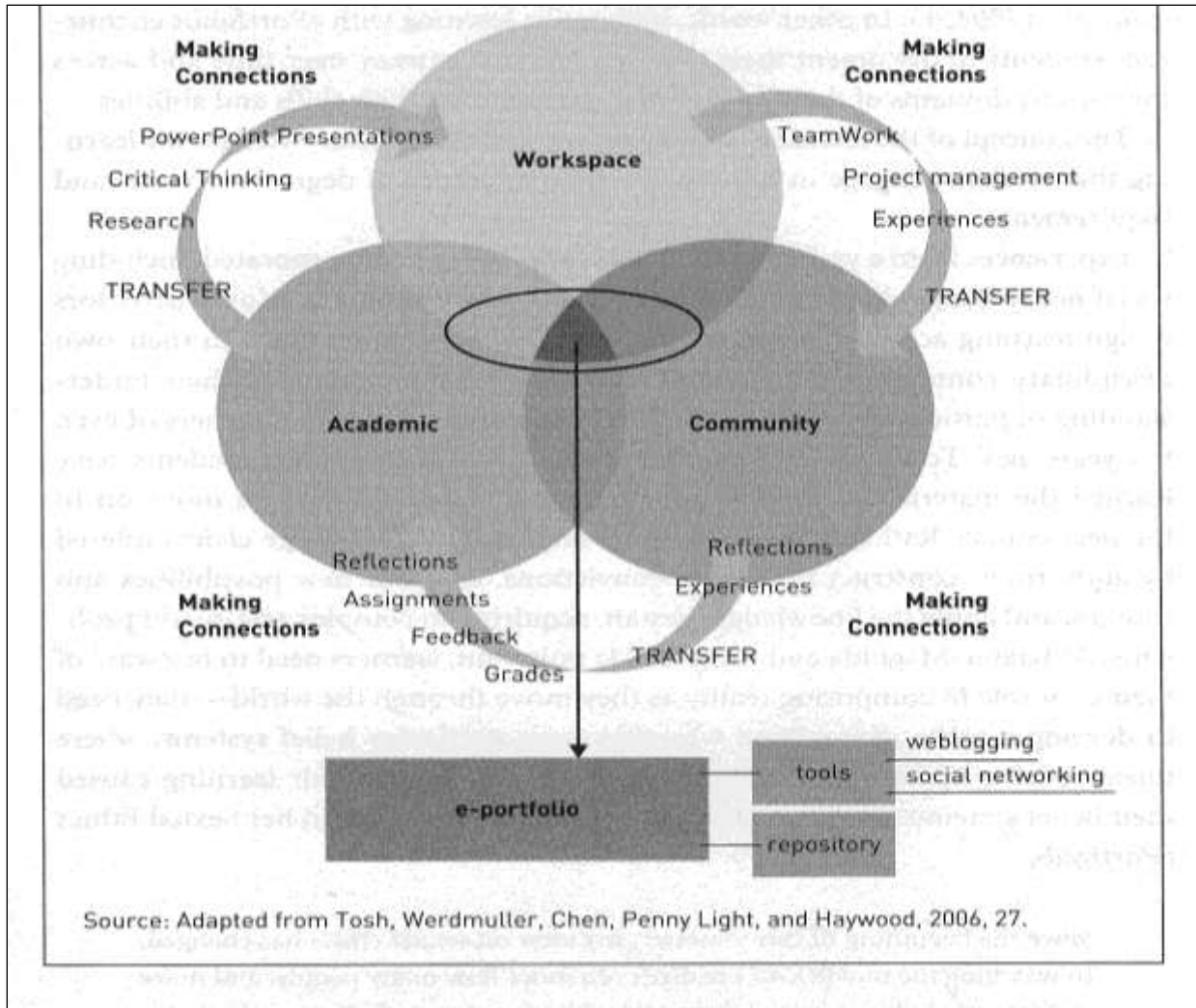


Figure 1. The Learning Landscape: Penny-Light, Chen & Ittelson, 2012, p. 16.

Figure 1 illustrates that the ePortfolio is a combination of artifacts from three main areas of our lives. These artifacts then form the baseline from which our ePortfolios are created and maintained. Note that the areas from which artifacts are derived (Workspace, Academic, and Community) are the same areas for which the ePortfolio is designed and made available to the Workspace, Academic, and Community areas of life (this process becomes a 'cyclic process'). The difference: we take from these areas and create a collage of our total experiences to validate ourselves as able to function in the Workspace, Academic, and Community areas of our existence. The goal of this lesson: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE. (1 - 9) (A, R, C)

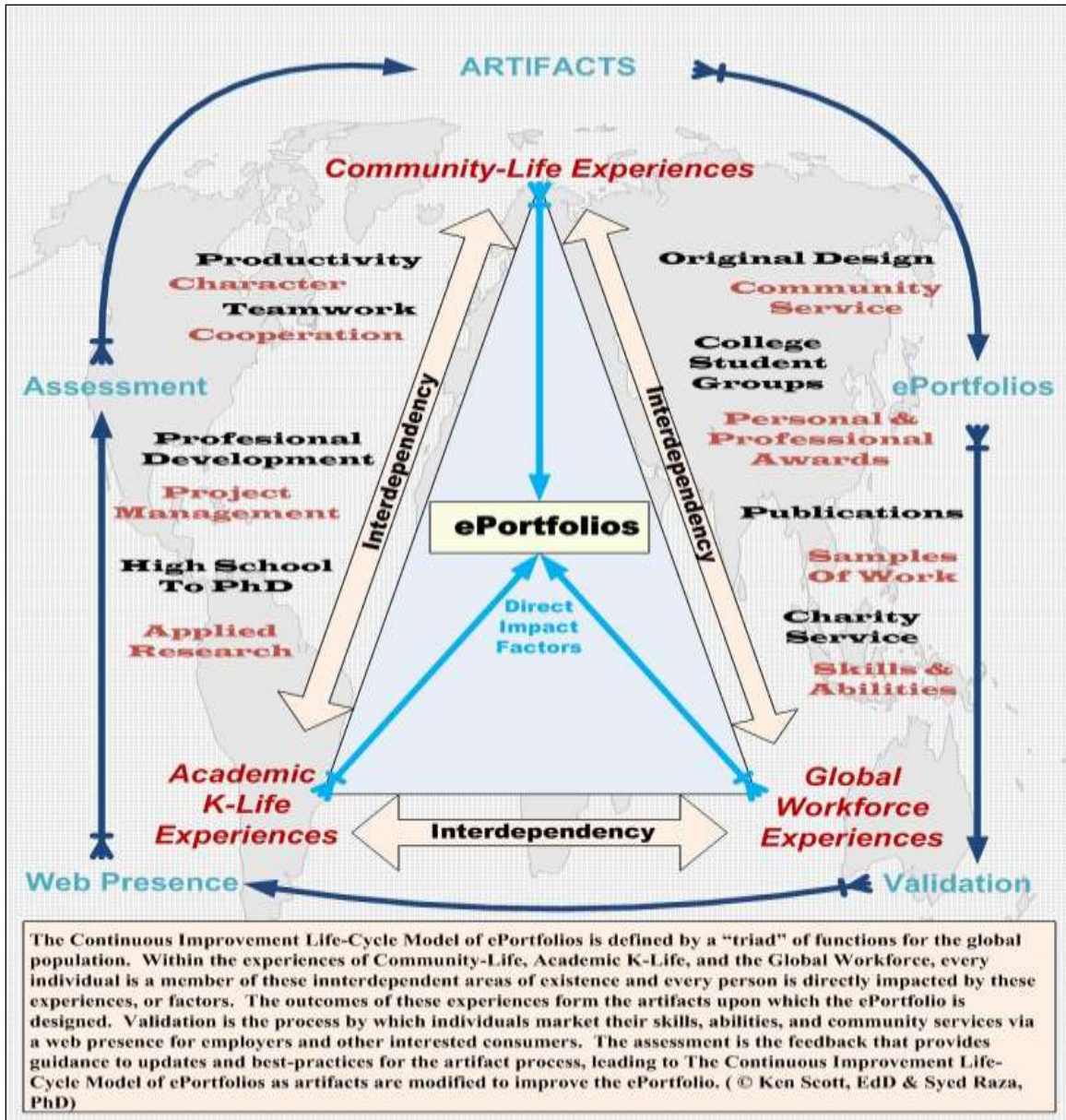


Figure 2. The Continuous Improvement Life-Cycle Model of ePortfolios: (Scott & Raza, 2012)

Figure 2, as in Figure 1, demonstrates the process of the ePortfolio life-cycle. It begins at the collection point of gathering and organizing artifacts. From the collection, we then organize these artifacts, design our web page (ePortfolio), and host the ePortfolio via paid-or-free web hosting sites. A registered domain may be part of the process or you may use one of the free hosting sites across the vast Internet. The bottom line: marketability. Does your ePortfolio portray marketability to the private and public sectors, as well as the global community? The goal of this lesson: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE. (1 - 9) (A, R, C)

III. Activities (A) and Assessments/Evaluations (AE) to initiate and motivate the successful achievement of SLO#1 objective and goals: Measurable Outcomes. (4) (6) (A, R, C, S)

A. DISCUSSION BOARD (DB) ITEM #1: “Based on your general understanding of the ePortfolio, share your understanding about ePortfolios?” [A/AE] * **This assignment should be completed ONLY after you review this entire set of materials.** * [10 Pts]

B. WORKSHEET #1: This assignment requires that you do the following: 1) stipulate your own definition for an ePortfolio; 2) What are artifacts and what artifacts do you anticipate including in your final ePortfolio (these may change over time); and, 3) Effectively communicate the purpose in developing and continuously improving an ePortfolio for personal and professional use. [A/AE] * **This assignment should be completed ONLY after you review this entire set of materials.** * [20 Pts]

C. WEEK 1 ENTRIES IN THE DESIGN PROJECT COURSE JOURNAL (DPCJ): Week 1 should discuss these items and include a more structured discussion with citations so as to: “Effectively communicate the purpose in developing and continuously improving an ePortfolio for personal and professional use.” [A/AE] * **This assignment should be completed ONLY after you review this entire set of materials AND you have completed the DB#1 and Worksheet #1.** * [15 Pts]

D. LINKS THAT WILL DETAIL THE PURPOSE AND VALUE OF THE EPORTFOLIO TO LINK PAST EXPERIENCES WITH NEW AND FUTURE SKILLS: [A] * **These links should be read/reviewed prior to completing the Weekly Assignments in Week 1.** * (1 - 9)

1. What are ‘award-winning ePortfolios?’:

<http://www.clemson.edu/academics/programs/eportfolio/>

2. YouTube Video #1 Detailing ePortfolios: [YouTube Video #1 of ePortfolios](#)

3. YouTube Video #2 Detailing ePortfolios: [YouTube Video #2 of ePortfolios](#)

4. YouTube Video #3 Detailing ePortfolios: [YouTube Video #3 of ePortfolios](#)

5. The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL):

<http://www.aeebl.org/>

6. Mozilla’s OpenBadges Project: <http://openbadges.org/>

7. International Journal of ePortfolio: <http://www.theijep.com/current.cfm>

8. Dan Schawbel’s article: “5 Reasons Why Your Online Presence Will Replace Your

Resume in 10 years.”

<http://www.forbes.com/sites/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/>

NOTES:

* These YouTube videos (and other links) are very useful to give you some good information about ePortfolios, their value, and content development. Video #1 and #2 are very short; unfortunately, Video #2 is two hours long; you do not have to listen to the entire video in one sitting, although it has some very good information, addresses your experiences and the value to employers and others as you 'advertise' your artifacts.

E. CONNECTION TO PREVIOUS KNOWLEDGE VIA SELF-ANALYSIS & LESSON SUPPORT: (3) (4) (A, R, C)

1) If you have ever used a web page, you have experienced the skills needed to design and develop your ePortfolio. If you have downloaded files from a web site or uploaded files to Moodle or Blackboard, you are an experienced FTP Guru (file transfer expert), but just didn't know it. If you have ever worked on a paper and saved it, you have an artifact. If you have worked in the community, you have contributed to community service. And, if you have completed a group project, you are demonstrating soft skills sought by the workforce. As you have now discovered, you have more skills and experiences than you assumed. Thus, you are well equipped to begin your ePortfolio process; but first, you need to formulate a mindset that will allow you to achieve the goals and objective of this lesson, which is: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE.

2) TO ACCOMPLISH THE OBJECTIVE, YOU WILL NEED TO DO THE FOLLOWING: (8)

1. Read and review the contents of this lesson;
2. Visit the web sites as provided and begin to review the YouTube videos;
3. Complete the Assignments as identified in this Lesson and in Week 1 Assignments in Blackboard;
4. Note that this Lesson or SLO#1 is the foundation from which all other work is dependent throughout the course. It is imperative to you to fully understand this Lesson's Objective...
5. Review the Sources and Readings on the next page. These are not required, but will help you with the assignments and outcome of this Lesson (SLO#1) and throughout the course.

IV. Suggested Review Practice (Not required, suggested only, no submission required.) (7) (8) (A, R, C, S)

1. Locate an ePortfolio on the Internet. From what you have found, does the ePortfolio "meet your expectation of the concept of an ePortfolio?" Why or why not?
2. Share your Worksheet #1 and /or your Week 1 DPCJ with another student or your instructor and ask for a 'review' of your work. Use this to critique and improve the materials to satisfy the SLO#1 objective: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE.
3. Based on a review of the materials in this Lesson, do you see "what you are being asked to learn in relation to future expectations and performance on the job?" Why or Why Not? (***)
Recall the Oracle emphasis in ePortfolios! (9)
4. Review the following site (not required, or 'for show', but for learning and understanding), <http://dr-kenscott.com> and 'kick the tires.' What did you learn about the purpose in this 'ePortfolio' site in terms of personal and professional 'marketability'? (9)

DO YOU HAVE THE SKILLS TO ACCOMPLISH THIS TASK? ABSOLUTELY!

SOURCES AND READINGS (Books (NOT REQUIRED) and articles): For review, use, and design/development of the ePortfolio for students who desire to build an ePortfolio that will become a full-scale repository of artifacts to demonstrate their work, experiences, and abilities. If you have items that you would like to add to this list to help future “ePortfolio’ers”, please send those to your instructor. **(1 - 9) (R, C)**

- Bollinger, D., & Shepherd, C. (2010). Student perceptions of ePortfolio integration in online courses. *Distance Education, 31(3)*, 295-314.
- Burnett, M., & Williams, J. (2009). Institutional uses of rubrics and e-portfolios: Spellman College and Rose-Hulman Institute. *Peer Review, 11(1)*, 24-27.
- Cambidge, D. (2010). *ePortfolios for lifelong learning and assessment*. San Francisco, CA: Jossey-Bass.
- Clark, J., & Eynon, B. (2009). E-portfolios at 2.0—Surveying the field. *Peer Review, 11(1)*, 18-23.
- Dietrich, J., & Olson, C. (2010). In quest of meaningful assessment of international learning: The development and implementation of a student survey and ePortfolio approach. *The Journal of General Business, 59(3)*, 142-158.
- Herring, D., & Notar, C. (2011). Show what you know: EPortfolios for 21st century learners. *College Student Journal, 45(4)*, 786-792.
- International Journal of ePortfolio (IJeP)...to encourage the study of practices and pedagogies associated with ePortfolio in educational settings. Web site: <http://www.theijep.com/>.
- Light, T., Chen, H., & Ittelson, J. (2012). *Documenting learning with ePortfolios: A guide for college instructors*. Jossey-Bass: San Francisco, CA.
- Miller, R., & Morgaine, W. (2009). The benefits of e-portfolios for students and faculty in their own words. *Peer Review, 11(1)*, 8-12.
- Okoro, E., Washington, M., & Cardon, P. (2011). Eportfolios in business communication courses as tools for employment. *Business Communications Quarterly, 74(3)*, 347-351.
- Penny-Light, T., Chen, H., & Ittelson, J. (2012). *Documeting learning with ePortfolios: A guide for college instructors*. San Francisco, CA: Jossey-Bass.
- Portland State University. ePortfolio: Fundamentals. Web Site: <http://www.pdx.edu/unst/eportfolio-fundamentals-start>.
- Waters, J. (2009, November-December). E-Portfolios come of age. *T.H.E. Journal*, 4 pgs. Retrieved <http://thejournal.com/Articles/2009/11/09/ELearning.aspx?Page=4>.
- Woodley, C., & Sims, R. (2011). EPortfolios, professional development, and employability. *Campus—Wide Information Systems, 28(3)*, 164-174.
- Yancey, K. (2009). Electronic portfolios a decade into the twenty-first century: What we know, what we need to know. *Peer Review, 11(1)*, 28-32.

SUMMARY of Week 2:

1. Learning about Student Learning Outcomes and how they are to guide students was very helpful and gave me a sense of direction.
2. Using the tools in MS Word 2010/2013 was something that expanded my knowledge and skills in using MS Word to create documents with so many features included in the document. Creating this Lesson Plan made me consider how valuable MS Word is in terms of document creation and all of its related components that will support student learning.
3. I stayed up late at night working on all of this but it was so much fun I will need to write home about it---USING MS Word of course!
4. Capturing images and using them in MS Word is a very cool beans idea and I liked it a lot in learning this material.
5. I included several sources at the end of the Lesson Plan/Student Learning Outcome and these will also be posted in my Library Research Log.

End of Week 2, DrK

Sources

See P. 23 for extensive list.

Week 3: Using the yum update function in Linux Release 19 9 September – 15 September, 2013

Week 2 opened with the class creating a dual-boot system, using Windows 7 Pro in one partition and Linux Release 20 in the second partition, as is discussed in Week 2. (This would apply to a DPCJ in a Linux Class). Once the dual-boot installation was completed, I documented the Dual-Boot process in Week 1, including screen shots to validate my successful dual-boot process. Subsequent to the dual-boot, Linux Release 20, or 'distro' 20, requires periodic updates to the Operating System from 'mirror sites' from all over the globe. A mirror site, or torrent, is a set of servers that host updates that are accomplished globally across all servers that host the Fedora Core v.20. These updates are accessible 24x7, from any Internet connection, including any 'wireless hotspot' to the system that is running the dual-boot drive. According to FedoraProject.org documentation:

2.1. Downloading an ISO Image

Several download options for Fedora ISOs are available from <http://fedoraproject.org/get-fedora>, including "spins" (special versions targeted at specific audiences) and versions for different processor types. Multiple download methods are available, including direct download from an official Fedora mirror, and torrents. Torrents download data from multiple peers, but require special software (for example *transmission* or *Ktorrent*).

The ISO files are large, so it might take a long time to download them, especially using a dial-up modem. If you have a slow connection to the Internet, consider using a download manager. Download managers typically enable you to pause and recommence the download at convenient times and to resume a download that was interrupted. http://docs.fedoraproject.org/en-US/Fedora/19/html/Burning_ISO_images_to_disc/sect-Burning_ISO_images_to_disc-Downloading.html#idm263836367920.

Thus, after the installation, updates are needed. To accomplish these updates, you will use the following prompt and command: **[root@localhost ~]# yum update**. This updates your Fedora Core Linux v.20 (v.##) by accessing any site that your system reaches in terms of the 'Fedora Mirror or torrent.' To better understand the purpose and usage of the **yum** command, the following information was researched and is provided here as validation of this process—due to the high importance of **yum** and the upward trend of using Linux/Unix in systems all over the world. These benefits are noted in the article in Appendix A: **10 Reasons Open Source Is Good for Business** by Katherine Noyes, PCWorld, 5 November 2010. As noted by Noyes:

“With the many business and government organizations that now use open source software such as Linux, it's becoming increasingly clear that price is not the only advantage such software holds. If it were, companies that adopted it during the Great Recession would surely have switched back to the expensive proprietary stuff as soon as conditions began to ease, and that's clearly **not the case**. Rather, free and open source software (FOSS) holds numerous other compelling advantages for businesses, some of them even more valuable than the software's low price. Need a few examples? Let's start counting.”

1. General Information:

- a. What is yum? To discover the purpose of this command, you enter: `[root@localhost ~]# man yum`. Yum = Yellowdog Updater Modified; man is the command to display the technical reference page contents of the command that follows the man command. Example: `man yum`. Man is the command to display the purpose and options in yum. See Figure 3 below.

```

root@localhost:~
File Edit View Search Terminal Help
yum(8) yum(8)
NAME
  yum - Yellowdog Updater Modified
SYNOPSIS
  yum [options] [command] [package ...]
DESCRIPTION
  yum is an interactive, rpm based, package manager. It can automatically
  perform system updates, including dependency analysis and obsolete pro-
  cessing based on "repository" metadata. It can also perform installa-
  tion of new packages, removal of old packages and perform queries on
  the installed and/or available packages among many other commands/ser-
  vices (see below). yum is similar to other high level package managers
  like apt-get and smart.

  While there are some graphical interfaces directly to the yum code,
  more recent graphical interface development is happening with Pack-
  ageKit and the gnome-packagekit application.

  command is one of:
  * install package1 [package2] [...]
Manual page yum(8) line 1 (press h for help or q to quit)

```

Figure 3. The output of `[root@localhost ~]# man yum`.

- b. Yum is an interactive, rpm based, package manager. It can automatically perform system updates, including dependency analysis and obsolete processing based on 'repository' metadata. It can also perform installation of packages, removal of old packages, and perform queries on the installed and/or available packages among many other commands/services.
 - * Dependency in Linux: a dependency occurs when one package depends on another;
 - * Package in Linux: in Linux distributions, a 'package' refers to a compressed file archive containing all of the files that come with a particular application. Most packages also

contain installation instructions for the OS, as well as a list of any other packages that are dependencies (prerequisites for required installation).

- * Windows equivalent: 1) Dependency – Dynamic Link Library (DLL)
- * Database = Registry

2. yum update in 'action':

a. The following two image capture **yum update** in action as it updates the operating system:

Image 1 is the result of: **[root@localhost ~]# yum update**. This command searches the Internet for a mirror or torrent site and compares this to what the Operating System indicates in terms of updates to keep the system current with bug fixes, new applications, etc. Once this transaction has been completed, the system informs the user of the total download size and other information and to request to begin the process: Is this ok [y/N]: A response of 'y' starts the update process and this can be seen in **Image 2**.

```

root@localhost:~
File Edit View Search Terminal Help
sane-backends-doc          noarch 1.0.24-7.fc18      updates      272 k
sane-backends-drivers-scanners
                           i686   1.0.24-7.fc18      updates      2.2 M
sane-backends-libs        i686   1.0.24-7.fc18      updates       93 k
subversion                 i686   1.7.14-1.fc18      updates      1.0 M
subversion-javahl         i686   1.7.14-1.fc18      updates      358 k
subversion-libs           i686   1.7.14-1.fc18      updates      921 k
xorg-x11-drv-geode        i686   2.11.15-1.fc18     updates      128 k
ykpers                     i686   1.13.0-1.fc18      updates       88 k
Removing:
kernel-PAE                 i686   3.10.4-100.fc18    @updates     95 M
kernel-PAE-devel          i686   3.10.4-100.fc18    @updates     30 M
Installing for dependencies:
python-cssselect           noarch 0.7.1-3.fc18       fedora       53 k

Transaction Summary
=====
Install  2 Packages (+1 Dependent package)
Upgrade 24 Packages
Remove   2 Packages

Total size: 60 M
Total download size: 37 M
Is this ok [y/N]: █

```

Image 1: The yum update initial process.

```

root@localhost:~
File Edit View Search Terminal Help
ykpers                               i686      1.13.0-1.fc18      updates      88 k
Removing:
kernel-PAE                             i686      3.10.4-100.fc18   @updates    95 M
kernel-PAE-devel                       i686      3.10.4-100.fc18   @updates    30 M
Installing for dependencies:
python-cssselect                   noarch   0.7.1-3.fc18      fedora      53 k

Transaction Summary
-----
Install      2 Packages (+1 Dependent package)
Upgrade     24 Packages
Remove       2 Packages

Total size: 60 M
Total download size: 37 M
Is this ok [y/N]: y
Downloading Packages:
Setting up and reading Presto delta metadata
updates/prestodelta                       | 2.3 MB    00:01
Processing delta metadata
Download delta size: 6.9 M
kernel-PAE-3.11.9-100.fc18_3.11.10-100.fc18.i686.drpm | 6.9 MB    00:07
Finishing rebuild of rpms, from deltarpms
█ locally rebuilding delta 35% [=====          ] 780 kB/s | 10 MB    00:24 ETA

```

Image 2: The yum update ‘update process downloading/updating’ cycle.

Once the yum update cycle has completed, your system has now been refreshed with all the current applications, packages, and fixes. This process will keep the system in peak performance and allow the user to access the latest and most current operations when running a Linux operating system to conduct business applications across the global social network we term ‘The Internet.’

.....

Note to Students: This Week 3 entry could have been longer or shorter, but the goal was to address the information, technologies, and validate your use and correct updating of the Linux Operating System. You could also have made mention of a sample mirror/torrent site, or you may have indicated a sample location of the update file in Linux, and any number of other validation items. The point here is: If you were the employer and your potential employee were to present this DPCJ (Design Project Course Journal), would this Week’s entry convince your prospective employer that you had given enough depth to the topic at hand to warrant hiring consideration as a Technical or Administrator of Fedora Core Linux v.20? See what I mean???

SUMMARY of Week 3:

1. Discussed issues from the previous week related to Dual-boot on a system running Windows 7 Professional and Fedora Core Linux v.20.
2. Conducted a successful update of the Fedora Core Linux v.20 Operating System using the yum update command in the shell as the root user. This discussion includes screen shots of the actual command in action to validate that the system was in fact updated; that the comments in the DPCJ are not about theory, but actual updating of the Fedora system running on the laptop that is being used to develop/expand/expound on the DPCJ.
3. I stayed up late at night working on all of this but it was so much fun I will need to write home about it---reminds me of my mom's biscuits...yum, yum, yum!!!
4. Capturing images to update the DPCJ was sort of a new twist. In Linux, there is a function that will allow you to "capture the image" in the full windows, the current window, etc. However, the image file is saved as a .png file, and it needs to be converted to a .jpeg file to be compatible with Windows Office 2013.
5. I included several sources at the end of the Lesson Plan/Student Learning Outcome and these will also be posted in my Library Research Log, as well in the Appendix of the DPCJ.

End of Week 3, DrK

Sources

See Week 3 and Appendix A.

**Week 4: Using the yum update function in Linux Release 19
32 Januaryanordo – 45 Mayundo, 2014**

This type of development, with varying content, continues through Week 15. Update the Table of Contents, and save this file often, both on your system disk and offline to DVD or external USB drive. When done, the best method to send the file is to break it into two or three files, if you think your Internet connection will not allow a file of this size once created. For example, this MS Word file as of this content is 5072 KB (or 5.072MB) and the PDF file is 1926KB (or 1.926MB). However, you may need to make two files or so to send via email or as an upload in Blackboard.

**Week 5 – 15: Using the yum update function in Linux Release 19
32 Januaryanordo – 45 Mayundo, 2014**

Appendices

Appendix A: **10 Reasons Open Source Is Good for Business** by Katherine Noyes, PCWorld, 5 November 2010.



OS & SYSTEM ENHANCEMENT SOFTWARE [open source](#), [linux](#) 10 Reasons Open Source Is Good for Business

By [Katherine Noyes](#), PCWorld Nov 5, 2010 1:00 PM

With the many business and government organizations that now use open source software such as Linux, it's becoming increasingly clear that price is not the only advantage such software holds. If it were, companies that adopted it during the Great Recession would surely have switched back to the expensive proprietary stuff as soon as conditions began to ease, and that's clearly **not the case**. Rather, free and open source software (FOSS) holds numerous other compelling advantages for businesses, some of them even more valuable than the software's low price. Need a few examples? Let's start counting.

1. Security

It's hard to think of a better testament to the **superior security** of open source software than the recent discovery by Coverity of a number of defects in the Android kernel. What's so encouraging about this discovery, as I **noted** the other day, is that the only reason it was possible is that the kernel code is open to public view. Android may not be fully open source, but the example is still a perfect illustration of what's known as "Linus' Law," named for Linus Torvalds, the creator of Linux. According to that maxim, "Given enough eyeballs, all bugs are shallow." What that means is that the more people who can see and test a set of code, the more likely any flaws will be caught and fixed quickly. It's essentially the polar opposite of the "security through obscurity" argument used so often to justify the use of expensive proprietary products, in other words. Does the absence of such flaw reports about the code of the iPhone or Windows mean that such products are more secure? Far from it--quite the opposite, you might even say.

All it means is that those products are closed from public view, so no one outside the companies that own them has the faintest clue how many bugs they contain. And there's no way the limited set of developers and testers within those companies can test their products as well as the worldwide community constantly scrutinizing FOSS can. Bugs in open source software also tend to get fixed immediately, as in the case of the Linux **kernel exploit** uncovered not long ago. In the proprietary world? Not so much. Microsoft, for example, typically takes weeks if not months to patch vulnerabilities such as the recently discovered **Internet Explorer zero-day flaw**. Good luck to all the businesses using it in the meantime.

2. Quality

Which is more likely to be better: a software package created by a handful of developers, or a software package created by thousands of developers? Just as there are countless developers and users working to improve the security of open source software, so are there just as many innovating new features and enhancements to those products. In general, open source software gets closest to what users want because those users can have a hand in making it so. It's not a matter of the vendor giving users what it thinks they want--users and developers make what they want, and they make it well. At least one recent study has shown, in fact, that technical superiority is typically the **primary reason** enterprises choose open source software.



3. Customizability

Along similar lines, business users can take a piece of open source software and tweak it to suit their needs. Since the code is open, it's simply a matter of modifying it to add the functionality they want. Don't try that with proprietary software!

4. Freedom

When businesses turn to open source software, they free themselves from the severe vendor lock-in that can afflict users of proprietary packages. Customers of such vendors are at the mercy of the vendor's vision, requirements, dictates, prices, priorities and timetable, and that limits what they can do with the products they're paying for.

With FOSS, on the other hand, users are in control to make their own decisions and to do what they want with the software. They also have a worldwide community of developers and users at their disposal for help with that.

5. Flexibility

When your business uses proprietary software such as [Microsoft Windows](#) and Office, you are on a treadmill that requires you to keep upgrading both software and hardware ad infinitum. Open source software, on the other hand, is typically much less resource-intensive, meaning that you can run it well even on older hardware. It's up to you--not some vendor--to decide when it's time to upgrade.

6. Interoperability

Open source software is much better at adhering to open standards than proprietary software is. If you value interoperability with other businesses, computers and users, and don't want to be limited by proprietary data formats, open source software is definitely the way to go.

7. Auditability

With closed source software, you have nothing but the vendor's claims telling you that they're keeping the software secure and adhering to standards, for example. It's basically a leap of faith. The visibility of the code behind open source software, however, means you can see for yourself and be confident.

8. Support Options

Open source software is generally free, and so is a world of [support](#) through the vibrant communities surrounding each piece of software. Most every Linux distribution, for instance, has an online community with excellent documentation, forums, mailing lists, forges, wikis, newsgroups and even live support chat.

For businesses that want extra assurance, there are now paid support options on most open source packages at prices that still fall far below what most proprietary vendors will charge. Providers of commercial support for open source software tend to be more responsive, too, since support is where their revenue is focused.

9. Cost

Between the purchase price of the software itself, the exorbitant cost of mandatory virus protection, support charges, ongoing upgrade expenses and the costs associated with being locked in, proprietary software takes more out of your business than you probably even realize. And for what? You can get [better quality](#) at a fraction of the price.

10. Try Before You Buy

If you're considering using open source software, it will typically cost you nothing to [try it out](#)first. This is partly due to the software's free price, and partly due to the existence of LiveCDs and Live USBs for many Linux [distributions](#), for example. No commitment required until you're sure. None of this is to say, of course, that your business should necessarily use open source software for everything. But with all the many benefits it holds, you'd be remiss not to consider it seriously.

Follow Katherine Noyes on Twitter: [@Noyesk](#).