**Act 2 Reflection**

Jerry Hu, January 21, 2022

*Scene 1*

**Titania won’t give up the changeling (a child that has been left or taken by fairies during infancy) to Oberon. Why? What does this suggest about her character?**

Titania choses not to give up the small boy stolen from an Indian King because the little boy’s mother died while giving birth to him, and in honor of his mother’s memory, Titania decides to keep the boy near herself. In my view, Titania is someone who has a strong determination to do something, and also independent.

**How does Henela react to Demetrius’ abuse? What might this indicate about their relationship?**

In the book, Helena describes the situation as “the more you beat me, I will fawn on you.” Helena wants Demetrius to treat her as a Spaniel (a breed of dog), spurn her, strike her, and to neglect her. She recounts Demetrius as her “whole world.”

**Hermia’s marriage and Oberon’s plan reflect cultural views about consent. Discuss the significance of consent in both of these scenarios.**

I’m not sure how Hermia’s marriage and Oberon’s plan conforms to the cultural views about consent… Is it kind of similar to Hermia’s marriage with Lysander not receiving consent from her father Egeus?

*Scene 2*

**As Oberon places the potion on Titania’s eyes, he wishes that his wife will wake “when some vile thing is near.” Explain Oberon’s feelings and actions.**

Oberon's potion in Titania's eyes is a potion that causes them to fall in love with the first person or creature they see. Oberon did this, I believe, because he wanted Titania to fall in love with the first beast she sees, distracting her and allowing him to capture the changeling boy.

**Under the influence of the love-potion, Lysander attempts to explain his love for Helena (lines 114-122). Paraphrase in your own words of Lysander’s speech.**

Am I satisfied with Hermia? No, I regret it

I’ve spent a lot of time with her

Now I like Helene more than Hermia; who would not change a raven for a dove?

A man’s idea can be changed by his reasons

And my logic tells me that you’re the more deserving maid

**Hermia, upon waking, describes the fruits of many dreams in this play. In what ways is this dream more than a dream?**

**Perrault & Brother’s Grimm Reading Reflection**

Jerry Hu, 8.2, November 26, 2021

***Charles Perrault’s “Cinderella”***

Author’s Purpose

* I think that Perrault is trying to entertain the readers, because the morals are not strong enough for the reader to perceive the lesson Perrault’s trying to teach.
* Perrault wants the readers to know that having graciousness is more important than having beauty.

Asking questions

* There can be many people in a country that happens to have the same shoe size. Having someone trying to find a girl by matching the shoe size is unreal.
* I think that the most important part of the story would be the sisters finding out that Cinderella were the beautiful and most-attracted girl in the ball.

***Brother’s Grimm’s “Cinderella”***

Monitoring yourself

* I looked it up on dictionary once I got home
* No, the paragraphs weren’t too hard

Summary & main idea

* The protagonist Cinderella is a beautiful young lady, whose father happens to meet a step mom with two daughters rich on the outside but dark on the inside. And so, with the former rising up from a cinderwench to the princess and the latter depending on their parent’s wealth, the two sisters not only cannot see and recognize Cinderella in the ball, but they cannot perceive, that their selfishness to Cinderella only makes them weaker and farther from being the princess.
* The climax of the story is that cinderella’s foot fits perfectly in the shoes, while the two sisters are trying ridiculously hard to fit theirs in (cutting their toe, heel off).

**How fairy tales are influenced by cultural values**

Jerry Hu

Ms. Young

English 8.2

December 13, 2021

When people think back to their childhood, hearing a variety of fairy tales often comes to their mind first. Some of them give inspirations, while others have perplex. However, the majority of them have taught us valuable lessons. Nonetheless, throughout history, fairy tales and stories have been used to pass on cultural values to future generations. “Cinderella,” published in 1697 by Charles Perrault, is a well-known fairy tale that has inspired many people throughout the centuries. Meanwhile, the Brothers Grimm have changed and added to the original version of “Cinderella” and made it more appropriate for young audiences. The two versions of “Cinderella” reflect the cultural values of their respective eras; they both conveys the King’s son/prince marrying a young and civilized Cinderella shortly after meeting her at the ball, whereas Perrault’s version teaches that graciousness is more valuable than beauty, and Brother Grimm’s teaches the importance of honesty.

Cinderella was created to be young, civilized, and beautiful, which reflects the cultural value that Cinderella’s dignity, graciousness, and traits are something that they will never perceive. From the tale, “She went and sat down by her sisters, showing them a thousand civilities, giving them part of the oranges and citrons which the prince had presented her with” (Perrault 3). Cinderella is a young, amicable, and lady who has dignity and good traits, as evidenced by the King’s son/prince’s admiration for her beauty and graciousness, while Cinderella passes fruits to her sisters, who are wealthy on the outside but poor on the inside. Though Cinderella has dignity and many good traits where her sisters should be admired, the King’s son/prince in both versions is so taken with her that he wants to marry her right away.

In both versions, Cinderella was created to be young, civilized, and beautiful. But in Brother’s Grimm’s version, her personalities were modified so that the moral of the tale teaches the importance of honesty. Her mother says “cut the toe off, for when you are Queen you will never have to go on your foot” (Grimm 5). According to the passage, Cinderella's mother is teaching her to lie to the prince to gain the position of Queen. Although she had cut her toe, she concealed the pain and walked down to the prince to try on Cinderella's shoes with her injured foot. Although Cinderella in both versions shares many similarities, the two authors from two different eras taught people very different lessons.

Despite the similarities, Charles Perrault suggests that a woman’s graciousness is more important than her wealth. Graciousness and kindness are integral components of a person’s life. Take, for instance, “He thought she was more charming than before” (Perrault 5), the king’s son stated that no matter how beautiful she is, she attracted him because of his heart, not his outward appearance. Nowadays, especially in Asia, people usually prefer their partner based on their appearance or wealth rather than their inner heart. Although many people focus on their appearance, there are still people who focus on the inner heart of their partner, rather than their wealth or appearance.

Brothers Grimm’s moral of the story is to teach us about the importance of honesty, since it is the foundation in a relationship, and trust is also necessary for a relationship to function and thrive. “Not the bride at all!” (Grimm 5), the parrot yells to the prince, alerting him of the wrong bride. Honesty can foster authenticity and bravery. According to the story, “she promised her godmother that she would leave the ball before midnight” (Perrault 3), which she did. Although she thought it was “no later than eleven when she counted the clock striking twelve” while enjoying the ball, she “jumped up and fled” outside, as she promised her godmother. In both versions, “honesty” was brought up many times. Same as the modern society, many things require honesty.

Though the two different writers living in different eras use two very different styles of writing, they share some similarities as well as some differences. The two versions of “Cinderella” mirror the cultural values of their eras. They each depict the King’s son/prince marrying Cinderella shortly when meeting her at the dance, wherever the protagonist may be a young and civilized girl, whereas Perrault’s version teaches that graciousness is a lot more valuable than beauty, Brother Grimm’s teaches the importance of honesty. Regardless of the time, era, or author, fairy tales can share many common ideas and differences when analyzed.

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**Learning through Stories Reflection**

Jerry Hu, 8.2

2021.9.23

**Your family member shared a story with you. How has learning/hearing this story affected you?**

By hearing my dad’s story, I learned that I should always speak to my parents with graciousness. Sometimes they have things on their mind that keeps them busy. Therefore speaking in a irritable or arrogant way is just pouring gas on fire.

**How can you use storytelling (personal or stories you have heard) to teach those in your social circle?**

I can use storytelling to teach my friends important lessons I have learned in the past, as well as stories I heard from other people.

**What’s your story? Share a story from your past that taught you an important lesson.**

When I was young, my good-natured grandmother used to play games with me and take me to the park before dinner. Later when she passed away, the experience with her is gone forever. Now, after eight years I can’t even remember what she looked like or what her voice was like. This story taught me that I should spend more time with my family as much as possible.

**Reflection on your sense of place**

**Where do you feel a sense of place?**

In my room, where I spend most of the time besides school.

**In your opinion, what does a sense of place feel like?**

In my view, I think that a sense of place feels like somewhere that I know I am without having someone to tell me, visualizing the structure or using my five senses.

**What kind of memories do you have at this place? Describe one.**

Memories such as sleeping, watching a movie, writing homework, playing games and many more are all a part of this room. After school and after any other classes, I would disassemble my backpack – take out all the homework, books and charge laptop/mouse and start working on the urgent assignments (the ones don’t have much time left) first. I can tell that I’m in my room without looking because firstly, I repeat the same steps every day at least 10 times. Secondly, I have created a program that automatically runs and notifies me when my phone is connected to the dock wirelessly.

**Kerith Lemon’s short film “A Social Life” is literature**

Jerry Hu

Ms. Young

English 8.2

October 15, 2021

Literature is all around us. It could be a video that’s played during a lecture, a song that was performed in a subway station, a speech, a movie, or even a vignette. Are you living the life that you post? The short film focuses on a young woman Meredith, waking up on a sunny morning and reaching for her phone, striving to maintain an active social media profile. In my view, Kerith Lemon’s short film “A Social Life” is literature because it’s a video teaching young people to manage their digital life intellectually, it tells us the danger of social media addiction, and more importantly, it tells a story.

We should manage our time well between the authentic world and the virtual world. For example, Meredith told her mother that she was “really busy this weekend” (Lemon) and that she must work while promulgating a post of her cooking to the internet. Given that she didn’t want her mother’s phone call to interfere with her social life, she chose to hang up the call with “I just got home and needs to cook now” (Lemon). She then placed a few bell peppers for her dinner post. Eventually, she ate the leftovers from the fridge after re-considering what to eat. This action teaches us that Meredith wants her followers to see the finest side of herself while in the background, she eats the leftovers from the fridge as it’s more convenient.

We should learn the danger of social media. In the story, she hopped onto the couch with her phone and ultimately, fell asleep. Time shows that it’s noon when she woke up and felt depressed after seeing “No New Notifications.” Drinking too much wine the day before is the cause of sleeping on the couch and waking up at noon which disturbed her biological clock, as opposed to waking up in the morning. As she walked up to the mirror where the signal is strengthened, she tried refreshing her profile again and, dropped her phone in depression after discovering that there weren’t any new activities from her social circle.

“A Social Life,” tells a story because it has a setting, characters, and elements of a story, the film took place in Meredith’s home. Kerith Lemon’s A Social Life” also contains dialogues as many narrative stories have. For instance, “Not this weekend mom, I’m so sorry” (Lemon, Kerith), and “No mom, I don’t need to be fixed up” (Lemon, Kerith) are all dialogue quotes that were said in the story.

To sum up everything that has been proclaimed so far, I believe that Kerith Lemon is trying to express through the short film that we should manage our time intellectually, realizing the danger of social media addiction, and more importantly, it tells a story. It’s still exceedingly hard for adults, even children to set and follow a downtime limit. Furthermore, I want the readers to take away from this paper that this is a form of literature because it’s striving to change young people’s digital life.

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**Christmas Concert Reflection**

Jerry Hu, 8.2, December 6, 2021

**Is the concert what you expected? Why or why not?**

No. I didn’t know that if I practice too much prior to the concert, my lips will be stresed and too tired to play at the time of the concert.

**Did you feel ready for the concert? How did you prepare outside of class specifically?**

Yes. Me, Will, Zeb, Abby and a few others practiced prior to the concert by rehersing the parts that needs to work on. For example, from bar 44 in trumpet 1 in Christmas Classique.

**Which section in each song was the most challenging for you? How did you work through those sections?**

From bar 44 in Christmas Classique: the high notes. I worked through this section by practicing it every weekend.

**How did your class do this term in using rehersal time wisely? Would you say the class was ready for each class and prepared to learn and grow? How did you contribute to that?**

I believe that as a class, we can work on preparing our instruments and not talking each time. I can contribute to that by getting myself ready on time before attendants.

**How do you think you could prepare better for the next concert? How would the class prepare better?**

I can rest my lips and not practice too much before the concert, so that my lips will be ready to play during the concert. This time, I wasn’t ready for the concert because I was rehearsing the pieces.

**Under the Cherry Blossom Playing Assignment**

Jerry Hu

January 29, 2022

*Bars 28-38*

**Were you able to play this section well at tempo marking 100?**

Yes, I was able to play this section well at tempo marking 100 nonstop.

**Were there any spots that were tough to play at that tempo?**

That would be bar 34, I was having a little trouble starting the first beat at the F, a lot of attempts I played D instead of F because of the air not being fast enough.

**What do you find most challenging (or you did find it challenging when you were first learning this section)?**

That would still be bar 34, everything else I could play it easily.

**Are you melody, harmony or bass?**

From bar 26 - 34, trumpet 1 is background. From 38, trumpets pick up the melody from flutes and clarinets (I think).

**How does your part fit in with what’s happrning in that section? Who are you supporting or what is your role?**

In bars 26 – 30, trumpet 1 and trumpet 2 (I think) steadys the clarinets tempo (it’s their melody).

*Bars 39-49, 75-85*

**How are these sections different?**

Starting from bar 75, the melody is transposed so that it’s a major 2 higher than bars 39-49. From bar 84, the new melody replaces the old (bar 48) and continues to the ending.

**How does that affect how you play the different sections?**

There’s a key change at bar 75, so the B flats are now B natural.

**How are these sections different that measures 18-25? What are 3 distinct differences?**

Trumpet 1 don’t play in bar 18 - 25.

**What are potential challenges for the band and yourself that come with playing a legato section like this one?**

From bar 75 – 83, I think that the melody is legato and could be *dolce* to emphasize it more, for it sounds smoother.

**How will you prepare for this section?**

I can better prepare this section by practicing it at home.

**How can we prove Jesus’ resurrection?**

Jerry Hu

January 25, 2022

In this paper, I'll look at the evidence that proves Jesus' resurrection was real. First, I'll explain how his tomb was discovered empty. Then I'll provide some examples of Jesus returning to his disciples after he rose from the dead. Following that, I'll include some examples of how Jesus continues to have an impact on people's lives today. The bodily resurrection of Jesus Christ from the dead is the most persuasive evidence for Christianity. If the resurrection did not occur, Christianity as a whole would be a hoax. Many people do not believe in Christ's resurrection, which has given rise to other hypotheses. One of these comes from Jewish atheists who believed that Jesus did not rise from the dead and that his body was stolen from the tomb after his death on the cross. Another idea proposed by the German scholar Paulus was that Jesus did not actually die, but rather collapsed on the crucifixion due to excessive blood loss. He arose and emerged in front of his followers after being placed in the chilly grave. Finally, others thought that Jesus had a twin brother who died on the cross in his place, and that Jesus did appear to the disciples.

The body of Jesus was preserved in a tomb after he died on the cross, which is the first of four pieces of evidence that proves his resurrection. When Jesus' friend returned to check on his body a few days later, his body had vanished from the tomb. Others claimed that the disciples stole his body, but since Easter is primarily about Jesus rising from the dead, this only indicates that Jesus died, and revived afterwards.

The presence of Jesus with the disciples is the second point that demonstrates his resurrection. Paul mentioned in the book of Romans that he introduced himself in front of his followers, that he had lunch with them, that he chatted to them, and so on. Before dying on the cross, Jesus promised his disciples that he would rise from the dead and meet them at the top of the mountains.

The transformation we see in the disciples today illustrates now he is impacting lives. Because it was produced over centuries, the bible is now a valuable source of historical information. With 19 extraordinary features, talents, and teachings, Jesus also showed his divine nature. Finally, his death and resurrection prove his ability to give salvation from sin to anyone who believes (Romans 1:16, 17). There are a lot of foundations and sponsors in the world that provides education to the ones who need them, which is also proves that Jesus has impacted the world.

Here are some verses I found in the bible. In John Chapter eleven verses twenty-five to twenty-six, St. John the apostle declares that “I’m the resurrection of life. The one who believes in me will live, even though they die; and whoever lives by believing in me will never die.” From Romans chapter six verse nine, Paul mentions that Jesus “will never die again”, and that “death no longer has dominion over him.”

**Basketball Skill Expert**

Jerry Hu, 8.2

December 8, 2021

*How to dribble*

**Prepare**

When you dribble, you want your hands to make contact with the ball in a way that allows you to maintain good control over it. Touch the ball with your fingertips rather than your palm.

**Position**

Put yourself in a low stance. When dribbling, maintaining an erect, up-and-down stance is counterproductive since the ball will bounce all the way from your upper body to the ground and back, leaving it wide open for a defender to steal.

**Bounce**

Take your dominant hand and bounce the ball off the ground. Bounce it strongly, but not so hard that you have to use a lot of arm strength or lose control of it. Keep your hand on top of the ball and the ball low at all times.

**Perform**

When dribbling during a game, the way you dribble should fluctuate depending on the position of other players and the conditions. In open court, you can dribble the ball in front of you, allowing you to run as quickly as possible. When you're close to a defender, however, dribble the ball to your side while maintaining a low, defensive stance. The defender will have to manoeuvre across your body to reach the wall this manner.

**Placement**

Maintain a safe distance between the ball and the defender. When you're surrounded by one or more defenders, you can use your body to guard the ball.

*Drills:*

**Power crossovers:**

Powerdribble in your right hand, and then quickly bounce the ball to your left hand. Then power dribble a few seconds before bouncing the ball back to your right hand.

**Dribble blindfolded:**

Cover your eyes with your hands and dribble a ball for at least 60 seconds. This workout will help you improve your ball-handling skills. You can improve the drill by strolling around the centre of a deserted basketball court while dribbling. Try power dribbling or power dribbling two balls, one in each hand, while blindfolded and slowly walking around an empty basketball court to make the practice more difficult.

**Double ball power dribbling:**

Power dribble two balls, one in each hand. This will help you gain arm strength for dribbling and improve your dribbling control. Because you can't look at both hands at the same time, this exercise will also improve your ability to power dribble without looking at the ball, which will be beneficial in a game where you're being defended by several defenders.

**Dirt dribbling:**

First, leave the basketball court and go find a patch of dirt. Perform a power dribble on the dirt for a few minutes. To cause the ball to bounce on the soil, you'll need to power dribble it harder than usual.

**Power dribbling sprints:**

This drill requires you to power dribble for an extended period of time while running back and forth on the basketball court. Stand at one end of the court, dribble to the nearest foul line, and then return to the baseline. Dribble to the center of the court, then back to the baseline from which you started. Dribble to the farthest foul line, then return to the baseline from which you started. Finally, dribble the entire length of the court and return to the baseline from which you started. This entire exercise qualifies as one complete cycle of the drill. Repeat several times to hone your dribbling, speed, and direction-changing abilities.

*Principle of Attack:*

**Width, Penetration, Depth, Mobility, Creativity:**

Penetration is the process of getting inside and behind the shape of the defence. Because mobility is the movement and flexibility of an offence, its shape and direction are never predictable or repetitive. The ability of an offence to use the entire width of the field to spread out a defence and allow penetration or dangerous one-on-one isolation around the field is referred to as width. The attacking freedom of the offence is creativity. As important as the principles are, following rote attacking directions makes an offence easy to counter. Improvisation allows attackers to express themselves, be unpredictable, and create new opportunities.

**The Internet: a turning point in human history**

Jerry Hu

January 29, 2022

Ms. Peters

Socials 8

While the printing press and its effects are and always will be a significant innovation in the journalistic world of communication due to its ability to transform the society and create mass production of texts and print, the internet is a world of new, faster and expanded resources that covered infinite opportunities. It has become our lifeline, just as the printing press revolutionized people's lives in the 15th century. Many individuals today have asked, "Should the printing press be considered a more significant turning point in human history than the Internet?" In this paper, I will share my point of view and opinions towards this question.

The internet now provides services that a printing press could never provide. Because of the introduction of the internet, people now have a great deal of freedom; they can talk with loved ones across vast distances, share their views and ideas, make updates, and do online shopping. We can now shop on Amazon, Walmart, Best Buy, Apple, and other platforms and have it delivered to our houses, eliminating the need to go out and get something.

When Johannes Gutenberg invented the printing press in 1346, books could be mass-produced in quantities affordable to the average citizen. Previously, the books had to be copied by hand, and most authors did not have the chance for their books to be copied more than fifty times. When Gutenberg’s printing press first came into action, it could produce thousands of copies of a book in the time it had once taken to make a single copy. The invention of Gutenberg’s printing press was followed by the typewriter, telegraph, photocopier, printer, scanner, and the internet. Without the internet, the printing press would be the most efficient way for people to disseminate information. However, as it is now 2022, the internet enables a faster and more secure way to transfer, spread ideas, and interact with others.

With many provinces and countries starting to support e-government (electronic government), we no longer need to physically visit a government office to execute a task, such as transaction services, digital health cards, acquiring vaccination shots, and so on. That’s the convenience which the internet has given to our lifes.

After reading this paper, you will discover that my opinions on this issue are identical to Mark Zuckerberg's: "He plainly regards the Internet as crucial – more important than the printing press, even." Although Gutenberg's invention spurred many authors to start writing or translating their books, I deem that Vint Cerf's development of the internet was a more momentous step ahead, towards the future, which represents a watershed moment in human history. As a result, I perceive that the internet has had a greater impact on the course of human evolution.

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**E-Government Services**

**Jan van Dijk (University of Twente), Wolfgang Ebbers (Novay). Lidwien van de Wijngaert (University of Twente)**

**Abstract**

E-government services have similarities to commercial e-services, but also several basic differences being public services that should be available to everyone. E-government services are evolving from one-way operations with a supply-side and technical orientation to two-sided operations with a demand-side and a social drive. Service development goes from information services, download and upload services, transaction services, participation, and communication services to integrated services (one-stop services and portals). In this way the focus transforms from traditional administration to modern communication between governments and citizens or companies.

**Key words**

*E-government, E-government services, public service, digital divide, accessibility of services, usability of services, digital skills, channel choice, channel steering, self-service, pro-active service, personalization of services, open data*

**Introduction: backgrounds**

E-Government services are *online* *public services delivered by a government or semi-government (partnership) organization to citizens following the laws and regulations of a nation state describing rights and duties*. This definition already shows some basic differences with commercial e-services. These services are public, not private and they follow legal rights and duties, not prices. However, in their design contemporary e-government services clearly are modelled on commercial services. E-commerce has preceded e-government and has governments shown the way to modernize their services. Their main goal in developing these services is to increase the effectiveness and efficiency of government operations in this domain. In their turn, citizens and companies have learned to use e-services by means of online shopping and Internet banking. Increasingly, they demand from their governments the same kind of service provision they have become used to in the commercial sector.

To describe the nature and opportunities of e-government services it is instructive to first list the differences and agreements with commercial e-services. To start with the differences, it is evident that with e-government services there is only one provider (the government); there is no competition. Citizens cannot move to another, perhaps better government. A related difference is that e-government services, such as tax services are obligatory and not voluntary. They are duties. Conversely, citizens also have rights to receive services. Most of them are free, some of them require a small fee, but everybody should be able to afford them.

Another difference is the bigger complexity of e-government services as compared to commercial services. E-government services are a consequence of the laws and regulations of a particular country or municipality. Usually, these rules are very complicated and have many details and exceptions for groups of citizens. This makes it very difficult to translate rules and procedures in terms of information and communication technology and in simple and straightforward services every citizen can understand. Filling an order form for a product in e-commerce is far easier than filling the average form of a government service that is a right or a duty.

A fourth difference is that the citizen as a user of e-government services often must deal with more than one service or service desk. Many e-government services are provided by a chain of government departments and not by a single company as with commercial services. Traditionally, citizens were often directed to another desk or department when they could not find their way. This bad experience has motivated the development of integrated one-stop services in e-government services.

A final difference is that citizens need most e-government services, such as the renewal of a passport or the reception of a birth certificate only occasionally, while commercial services such as buying a product or Internet banking are used on a weekly or even daily basis. The consequence is that for citizens it is far more difficult to learn to use e-government services than commercial services. The next time they need a particular permit, the e-service concerned might have become organized and designed completely different.

Of course, we can also list similarities of e-government and commercial services. The experience and satisfaction of being served is equal for both citizen customers and purchasing customers. Both kinds of services aim to improve the quality of service. The accessibility and usability of e-services and the findability of information require the same kind of service characteristics.

These similarities have even inspired a number a new model of (e-)government (Pollitt & Bouckaert, 2000, Kettl, 2002, Kamarck, 2007) that have showed the way in developing e-government services. Never in history there was so much talk about a customer orientation in government or public services as in the last twenty-five years. In the 1970s and 1980s *New Public Management* (NPM) arrived as a type of government operation modelled after private sector management in a spirit of entrepreneurship and with the inspiration to develop, organize and supply services apart from politicians and policy makers (Hood, 1991). Despite the differences just listed, e-government services could be organized in the same way as commercial services by separate service departments. In the 1990s the Clinton-Gore Administration in the U.S. was inspired by this perspective to launch a more moderate form of NPM, called *Reinvented Government* (Osborne and Gaebler, 1992). It was supposed to be government that is run as much like a private-sector business as possible. This was done among others by introducing performance measures for government services acting as market proxies.

Reinvented government still involved a significant amount of government as we knew before. *Government by Market* (see Kamarck, 2007) went more to the extremes in completely privatizing government services. In this way they could be offered as much as possible like commercial services under the condition of norms defined by the government. This was a very common practice in neo-liberal Western governments from the 1990s onwards.

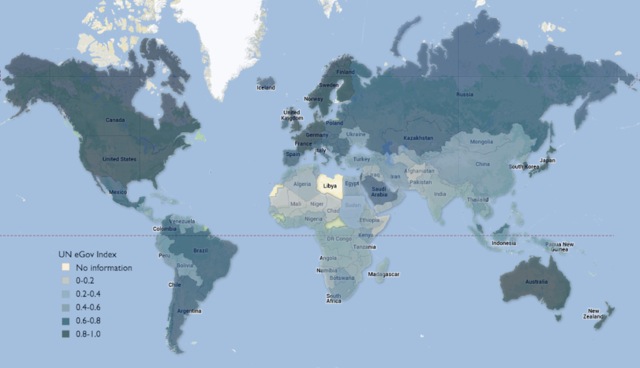
The most recent models of (e-)government are *Government by Network* (Goldsmith and Eggers, 2004, Kamarck, 2007) and the *New Public Governance* (Osborne, 2010). In this perspective a network of joined-up government departments, public-private institutions, completely private businesses, and organizations of citizens is increasingly realizing government operations. In these models’ multiple interdependent actors contribute to the delivery of public services. Even the citizens as consumers of e-government services are involved. These new models have inspired the authors of this entry most in explaining the evolution of e-government services. It will be shown that these services are evolving from traditional one-way administrative operations to communicative practices involving two-way interactions and transactions between government service providers of all kinds and citizens.

**Types and evolution of e-government services**

The following types of e-government services can be distinguished:

* Information services
* Download and upload services
* Transaction services
* Participation and communication services
* Integrated services (one-stop services and portals)

The United Nations Public Administration Network has developed an index that describes e-Government Readiness in offering these types of services (United Nations, 2012). It is a comparative ranking of the countries of the world according to the state of e-government readiness. Figure 1 maps the available relative scores for the UN members. This is based on a composite index of the level of advance in online services index, a telecommunication infrastructure index and a human capital index. The top ten of this list mainly consists of countries from North-Western Europe, the United States, Canada and Singapore. These countries have been forerunners in the past decade. African countries are still in the early phase of developing e-government services.

 **Figure 1: World E-government Readiness Rankings According to the UN (2012)**

The current state-of-the-art of the electronic government did not emerge overnight but is the result from a process that has developed over decades. Orlikowski (1992) and DeSanctis & Poole (1994) point out that the outcome of this process is the result from the interaction between users, their organizational environment and the technology.

Several developmental schemes are proposed in the e-government literature to describe this process (for an overview see Lee, 2010). Best-known is the scheme of Layne and Lee (2001). They posit four stages of a growth model for e-government: (1) cataloguing, (2) transaction, (3) vertical integration, and (4) horizontal integration. These four stages are explained in terms of complexity involved and different levels of integration.

In this entry a communication and citizen-centred service perspective is chosen to describe the development of e-Government services. These services evolve from supply-side oriented information services published in a one-way direction by governments to a demand-side oriented exchange of participation and personalized communication services in two directions. This evolution is portrayed in Figure 2.

Chart, bubble chart

Description automatically generated

**Figure2: Evolution of e-Government Services in a Communication and Service Perspective**

The following phases can be described:

* *Phase I - Top-down Information Provision*: The evolution has started with information services, primarily on websites that originally were no more than electronic presentations of printed brochures and administrative forms. In the first phase top-down information provision is the focus of all activities. Services are implemented while using the existing governmental infrastructure. The goal is to reach effectiveness and efficiency gains by 24/7 provision of information. Beside web presence, large investments in the ICT backbone have been made in this early phase. These investments are necessary to enter the following phases.
* *Phase II - More User/ Citizen Orientation*: In the second phase, the attention shifts to service provision. Building upon the lessons learnt from e-commerce, the reinvention of government and New Public Management, governments attempt to develop a more corporate way of working. A user or citizen orientation acquires the focus of attention. Governments start to listen to citizen needs in the domain of services. After some time with a focus on downloading and uploading forms to complete, it becomes possible to perform real-time online transactions. However, in this phase front offices and back-offices are not yet connected. It keeps being difficult to understand user behavior and develop technology while taking a user perspective into account.
* *Phase III - Delivery on User Demand*: In this third phase services start to be delivered on user demand. So, governments do not only listen to citizen and company needs but also develop a supply of services following the actual demands of citizens and companies. This means the registration of the actual use of services, an activity that was neglected before in the supply-side orientation of governments. One of the instruments is to develop multifunctional portals. By clustering services in portals, governments hope to connect more closely to the real demand of citizens and companies. The aim is to develop services that can both support citizens and companies in their relation with the government as well as services that allow law enforcement or compliance. However, efficiency gains keep being low as the relation between front-office and back-office work remains weak, leading to multiple coordination problems.
* *Phase IV - Personalization*: In the fourth phase personalization becomes central. Governments are developing personalized portals where users can perform all their transactions with multiple government agencies. The aim of this phase is to achieve cost reductions through a decrease of the administrative burden of governments and an increase of self-service by citizens and companies. The provision of personalized and pro-active services is an innovative way to increase effective and efficient governmental processes. The final goal is to create a networked government in which all parties seamlessly exchange data, information and services. In practice, it proves to be difficult to remove unnecessary links in the chain. So-called shared service centres working for several departments are given too little autonomy to work effectively. The main reasons are that governmental departments do not collaborate very well and that the question what standards to use keeps dominating the discussion.
* *Phase V - Communication between Governments and Citizens*: In the fifth and final stage two-directional communication between governments, citizens and organizations is anticipated. For example, social media offer new possibilities to support this interaction. The goal in this phase is twofold: to improve service quality by means of citizen feedback and participatory design of new services and to advance democracy and citizen participation through e-participation. Early experiments show that on average citizens are less interested in forms of classical political participation and more in asking for solutions and offering suggestions that help to improve their own daily life and environment.

**Communication and policy aspects of e-government services**

***Access and skills***

A primary communication and policy aspect of e-government services is the problem how to reach all citizens with these services. Many still do not have access and lack the skills to use these services in an appropriate way. This problem is sometimes called *the digital divide*. Four types of access to the digital media can be defined as several successive stages in the appropriation of this technology by people: (1) the motivation to use computers, the Internet, and other digital media, (2) physical access to these media, (3) the skills or the literacy to use them and finally (4) the actual use of these media (van Dijk, 2005).

Let us start with *motivation*. Many citizens do not want to use e-government services because they are familiar and satisfied with the traditional supply of services. They routinely go to their municipal offices, use the phone, or fill printed forms. Many public services are rather complicated (insecurity about rules and exceptions), and they tend to use overly difficult bureaucratic language a large part of the population cannot comprehend. Transforming these services in digital shapes first produces new difficulties for many people. It is no surprise that many citizens want oral explanations and that they cannot find their way on government websites. The answers they find searching on these sites often lead to new questions that subsequently must be solved by service desks and call centers.

In rich and developed countries *the physical access* problem to computers and the Internet is gradually being solved. However, in developing countries access still lags far behind. Here only a small minority of the population has access to e-government services. Yet, even in the most developed high-access countries particular groups of the population still have far less access than others. On almost every occasion it concerns seniors (above the age of 65 or even 55), low educated people (high school or less), very poor people, migrants, and particular ethnic minorities (some of them illiterates). A group with special access problems in almost every country are the disabled. While the handicapped of several kinds could benefit a lot of online services because of their mobility problems, they in fact have less access than others. They need aids such as extra font configurations, services that read the content of pages and visual aids for signs. Considering websites most countries in the world are just starting to apply the so-called Web Content Accessibility Guidelines defined by the World Wide Web Consortium (United Nations, 2012).

The following type of access to e-government services is the need to develop *the skills* to use them. Severe kinds of digital skills kan be distinguished (van Deursen, 2010, van Deursen & van Dijk, 2011). The first skills needed are the operational skills to handle digital media (so-called ‘button knowledge’). The second are formal skills such as navigating and browsing the Internet, among others required to find the way on government websites. These media-related skills on average are performed better by young people than by seniors. To benefit from e-government services also several so-called content-related skills are needed. They are the information skills to select and evaluate the government information looked for and the strategic skills to find the information and services most appropriate for a particular citizen (pursuing a goal orientation on the Internet). In the context of e-government a citizen not only needs citizenship competencies (knowing one’s rights and duties) but also how to achieve these rights and duties in the context of e-government services. People with higher education on average have better information and strategic skills on the Internet. However, more surprising is that middle-aged and senior people perform better in these skills than young users (van Dearden, 2010). Provided that they have sufficient operational and formal skills they benefit more from e-government services. This is not only a matter of skills, but also of motivation and usage: people need more e-government services when they get older, start a family, get a job, and find a house.

The last type of access is the goal of the entire process of appropriation of technology: usage. It is a striking fact that in most countries the demand of e-government usually lags far behind supply. A rough estimation shows that, for instance in the EU only half of the capacity of e-government services is used (van Deursen, van Dijk & Ebbers, 2006). Governments have a supply-side orientation in offering these services. They neglect demand perspectives, among others the actual needs of groups of citizens. Those at the right side of the digital divide (the higher educated and the affluent middle-aged) are using these services much more than those at the wrong side (the lower educated, the poor, the elderly and migrants). In developed countries gender usage differences in using e-government services on average are small while they tend to be bigger in most developing countries (van Dijk, 2005, United Nations, 2012).

All types of access must be improved to produce effective e-government services. As it is highly unlikely that this will be fully realized in the following decades a multi-channel strategy (offering traditional next to digital channels) is required

*Channel supply strategy*

At first, during the mid-1990s, many government agencies had high expectations about the usage of E-Government services. Inspired by the revolutionary growth of e-commerce in those days, governments throughout the world seemed convinced that new media channel usage would easily replace traditional media usage. However, almost twenty years later usage patterns still show that citizens think, and act otherwise than governments expect when they choose a channel. This is unfortunate because for governments electronic channels are ideal in terms of cost-efficiency. As such, governments try to steer channel choice and channel usage, as they still face high numbers of contacts via more traditional channels, such as telephony and desk services.

Channels choice can be regarded as the first step in an overall process of channel behavior. Channel choice is followed by actual channel usage and channel evaluation by users. In turn, evaluation influences future channel choices. Finally, channel choice and usage can be manipulated by channel steering. See Figure 3.

**Figure 3: Steps of channel behavior and steering of channel behavior**  
(source: Pieterson and van Dijk, 2007 and Teerling and Pieterson, 2011)

Channel choice

Research has often observed a gap between the communication channels governments prefer and those that citizens prefer. Governments are guided by rational arguments like the cost efficiency of channels, while many citizens often choose traditional channels that are more customer-friendly, but also more costly. Many citizens simply have different interests that lead to different choices. Below are four important factors influencing a citizen’s channel choice:

1. Task characteristics: when using e-government services citizens must complete certain tasks, for instance file their taxes. Citizens perceive such tasks as more or less complex and ambiguous. When perceiving a task as simple (such as looking for an address) many people prefer a website. However, with ambiguous tasks (like problem solving) many people prefer real life conversations at the front desk. Of course, all citizens differ in their opinion on what is to be perceived as simple or as difficult.
2. Channel characteristics: different channels have different traits. These traits can be both objectively and subjectively defined. Objective traits are characteristics such as one way or two-way and using text or images. Subjectively defined traits are for example the extent to which channels are perceived as personalized, interactive, easy to use or expensive. As with task characteristics, citizens differ in their opinions on these traits. Their perceptions influence their evaluations and their experiences. Thus, often turning channel choice into a habit-based exercise no matter if objectively spoken it is wise to choose otherwise.
3. Personal characteristics: people are different, they differ for instance in age, gender, or education. Generally spoken, the higher educated and younger tend to have higher preferences for electronic channels. Lower educated and elderly people tend to prefer traditional channels.
4. Situational factors: several factors determine the situation of channel choice and use. When it comes to channel choice, time, distance, and availability play an important role. When acting out of habit, citizens tend to use choose channels that are proximate or that provide them with the quickest answer.

There are two basic strategies when choosing channels. The first is based on habits and experiences, the second one is based on reason. If there is no need to do otherwise, people base their channel choice on habits and experiences. However, when a problem occurs, for instance when a channel is not available or too expensive, citizens may confine to a second strategy based on reason. Meaning they go for the best match between tasks (characteristics) and channel (characteristics). For example, when a task is complex and someone is in a hurry, it is best to use a channel with immediate feedback: the telephone.

**Channel steering**

To close the gap between what government organizations, think is the best choice and what citizens prefer, governments can try to influence channel choice and channel behavior in channel steering as was illustrated in Figure X.

In the first place, governments can try to impose a problem or challenge thus forcing citizens to trade a habit-based strategy for a strategy based on reason. In the second place, governments can tell people which channels are best to use in a particular situation, and they can improve the quality of certain channels. Basically, there are four types of instruments. The first two instruments impose problems or challenges for citizens that rely on habits, whereas the last two help citizen to make the best match, i.e., a strategy based on reason.

1. Legal or restrictive instruments focus on changing citizen behavior through rules, regulations, and restrictions. In contrast to the other categories, they are compulsory.
2. Economic instruments are directed towards changing citizen behavior through financial incentives. This category relies on the assumption that citizens weigh the costs and benefits of various channels.
3. Communication instruments are characterized by the transfer of information from government to citizens, such as mass media information campaigns, personal communication, or public relations to increase knowledge about channels, first the new digital channels.
4. Service or product instruments aim to differentiate the quality of service across various channels to change citizen channel choice. The use of a particular channel can be made more attractive, for instance by better accessibility, usability, and personal assistance.

Contemporary experience suggests that instruments focusing on changing behavior through restrictive and economic instruments have proved to be relatively successful (Wijngaert et al. 2011).

**Self-service and pro-active services; open data provision**

As already mentioned, e-government services are evolving from traditional one-way communicative practices to two-way interactions and transactions between government service providers and citizens. Contemporary services worldwide are still primarily engaged with top-down information provisioning and only gradually encompass ‘delivery-on-user-demand’, ‘personalization and ‘government-to-citizen communication’.

Self-service of pro-active services?

The sequential stages of the e-Government evolution are a result of continuous technological innovation and an everlasting ambition to keep improving services. The ‘delivery-on-user-demand’ stage typically contains so-called self-service delivery. These kinds of services afford citizens to select and assemble what they need from a menu in a set of information, communication, or transaction services. The advantage is that citizens can choose what they need and fill forms with up-to-date information. However, the disadvantage is that not all citizens are able to make the right selection, thus possibly missing out on important messages, duties, benefits, etc. Therefore, the more recent ‘personalization’ stage contains so-called pro-active services. Meaning that government takes over and makes itself the selections and assemblies thought to be appropriate for the citizen in each set of different services. This is done based on personal user profiles of citizens owned by the government on the one hand and of the obligations governments think need to be met given their statutory duties on the other hand. These pro-active operations have a strict precondition. They only work when governments collect and use a vast amount of personal data and then start connecting all those data with common standards of registration.

In the stages of delivery on demand and personalization it is assumed that the associated services are indeed what people need. However, only little independent research has been conducted on user needs and wishes of citizens and companies that are willing to use e-government services (van Velden, et al., 2008). So, from a citizen perspective it remains unclear whether self-service or pro-active service is best. A third strategy offers combination: *co-creation* in service delivery. This could already start with citizen involvement in the design process of services from the very start. This is an instance of so-called participatory design. Subsequently, the act of service could be realized by an exchange of pro-active, prefilled files and additions or corrections by citizens and companies. Of course, co-creation is not without problems. Asking citizens to participate in the design of services and complete forms requires that they are representative for a (part of the) population. Supplemental information by citizens needs to be controlled for validity and reliability and individual citizens should have the right to correct the personal information stored by the government.

**Privatizing public sector service delivery?**

Why should all e-government services be supplied by the government itself? Isn’t it possible to have them executed by commercial service providers according to the rules and regulations of the government? Commercial providers might have more experience with efficient, effective, and customer-friendly services than traditional governments. Additionally, from the knowledge and experience in their domain they might be able to find opportunities for new service applications not seen by governments. This possibility is suggested in the contemporary policy of so-called ‘open data ‘. The open data policy acknowledges that public bodies belong to the largest creators and collectors of data in many different domains, e.g., demographic data of citizens, official data of companies, geographic data, weather information etc. These data are indispensable to realize all kinds of services, both government and commercial services. But they also have a value that can be expanded beyond the needs of government. Now governments all over the world are opening and presenting public and government data for all kinds of apps developed by the private sector. For instance, via the US- or UK- *data-Gove* sites. The open data policy enables private companies to assemble public private services and add value to already existing public services. On the other hand, when the private sector would take full control in public service delivery, privacy and social inclusion could be under pressure. This could happen when commercial service organizations with lower standards and legal obligations to protect personal data acquire privacy-sensitive citizen data or create such data coupling government data to their own data bases. The result could also be that originally free services are charged for, among others because they are supposed to contain a so-called value-added service. So, the question remains, which sections of the public sector service delivery are suitable for privatization, and which sections are not.

**Future directions: from administration to communication**

In this entry we have seen that e-government services have evolved from traditional one-way administrative operations to communicative practices involving two-way interactions and transactions between government service providers and citizens or companies. This is an epochal change. Traditionally, it was the task for politicians, members of parliament and the political government in charge to communicate with citizens. The administrative departments were their executioners that were closed institutions and did not directly talk to people, except for social and public service providers. Now these departments also must communicate with citizen and company clients because online services are becoming ever more interactive and because they also start to use social media, e-mail, and mobile communication to relate to these clients.

In this evolutionary shift government service provision is gradually moving form a supply-side and technical orientation to a demand-side and more social orientation. During this shift they learn from the customer perspective that commercial service providers have always used to keep in business. However, they also experience that there are basic differences between government and private service provision as they were listed in the introduction. In the starting phases of the evolution of e-government services governments were able to simulate a business-like customer orientation. In the latter phases focussing on personalization and communication the undeniable political and administrative aspects of e-government services return. Citizens can directly complain about the meaning, design, price, and quality of services while using these services that in the meantime have become interactive. As they have no market competitor to go to, they are supposed to address political representatives to have their rights. Only, this will not happen very often as the civil servant working with e-services is much closer. When they are allowed to use social media, e-mail, and telecommunication they easily force civil servants that are supposed to (only) execute laws and regulations, to react with expressions that frequently contain a political load.

A main conclusion of this entry is that e-government service provision is experiencing the same transition as commercial service provision in the private sector. While the private sector demonstrates a reversal of the so-called value chain, in which consumers become ‘prosumers’, partly composing their own products, the public sector and the government show a reversal of the administrative process with citizens co-creating both services and related policies. For example, when they use a digital service channel to indicate when their garbage should be collected from the sidewalk, they are able to add that the whole street is dirty, and that the responsible city department should clear this problem. This easily leads to a contribution in environmental politics. Politics is always close in future e-government services.

A second main conclusion is that the evolution of e-government services as portrayed here cannot be realized without a network organization of services. This has an internal government dimension and an external one in the relationship of governments with citizens and companies. Delivery on demand, personalization and communication cannot be realized without a government that is organized as a chain of service providers. This means the long-term prospect of a realization of joint-up government and public-private partnership networks (Goldsmith & Eggers, 2004). Externally, in the direction of citizens and companies this means a vast increase of the use of all kinds of Internet applications of interactive communication by the national and local government, such as social media, co-created services, e-mail, and mobile telephony.

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**Robots Debate**

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Gavin Li

Neil Nagra

Cindy Zhao

Tecna Zeng

Dasha Bondarenko

Lauren Neusaedter

Robots are living things. They are a type of automated machine that can execute specific tasks with little or no human intervention and can perform tasks with precision. Some robots can use [machine learning (ML)](https://www.automate.org/blogs/applying-artificial-intelligence-and-machine-learning-in-robotics#:~:text=Motion%20Control%20%E2%80%93%20machine%20learning%20helps,be%20proactive%20and%20act%20accordingly.) or [deep learning (DL)](https://robotics.umich.edu/research/focus-areas/deep-learning-for-robotics/) (“used for calculating the vast amount of sensor data”, says Michigan Robotics) to assist the basic function of the machine.

While some robots may not meet the expectations and requirements of living things (i.e. 8 characteristics of living things), they actually can show a clear use and replacement of the human organs. For instance, robots take in energy and produce waste. Though robots cannot reproduce, they can use technologies such as [self-replicating (see “Self-replicating machine”](https://en.wikipedia.org/wiki/Self-replicating_machine#:~:text=A%20self%2Dreplicating%20machine%20is,to%20that%20found%20in%20nature.)), which is the same as human’s ability to reproduce and can use that to construct new robots asexually.

Also, it is a fact that robots don’t have cells. But what’s the function of cells? Even though cells make what we are, robots can function fine without the need for cells. They can be sick as well, they need maintenance such as oil replacement, grease renewal, software updates, etc.

I also noticed that some robots may not be qualified as living things. These robots are examples of robotic arms, robotic surgeons, teleoperated robots, etc. Teleoperated robots are machines that use a wireless network to allow human operators to control from a safe distance.

You might have heard of Sophia created by David Hanson, the first robot to be granted as a legal citizen by Saudi Arabia. She has an excessive amount of facial expressions, hand gestures, body language, as well as vocabulary when speaking to a human. In 2017, she made up her mind and told the public that she wants to have a robot baby and start a family, as Entrepreneur.com stated in their article on “Sofia, the first android robot with citizenship, now wants to have a robot baby”. If one robot can obtain legal citizenship, I believe that more robots will soon be able to.

We can also use the MER-1 Opportunity rover sent to Mars on July 7th, 2003 as an example. MER stands for Mars Exploration Rover. Homeostasis? Yes, an MER can actively operate on the surface of mars anywhere. It can also use its solar panels to convert the sunlight and turn usable energy for the rover. Does it adapt and evolve? N/A The MER can adapt to the conditions of Mars’s surface (i.e. detecting the dangerous areas with radar and cameras, then marking it on its navigation system to prevent further burdens.) The MER can respond to stimuli, by responding to the cold conditions and tries to keep itself within the designated temperature. Metabolism? Yes, MER-1 can be seen as an autotroph using solar panels to generate energy. Grow and develop? Yes, MER-1 develops understanding and communication skills.

A group of French artists produced a series of paintings at the turn of the 20th century, depicting what they imagined life would be like in and after the year 2000. Among the personal robots, they envisioned were sweeping bots, grooming bots, and razor-wielding barber bots. We haven’t quite reached that level of robot integration in the home yet, but it’s a world that’s a lot more feasible than it was 100 years ago. In order for service robots to gain traction in the home, designers need to start programming likeability into their products. In some cases, this means building a robot that consumers can relate to, even if that means it doesn’t do its job perfectly every time. One study from earlier in 2016 found that humans perceived robots to be more efficient than they actually were when the bots apologized for their mistakes. Study participants even went so far as to feel sorry for the regretful robots, despite their lack of feelings.

With these being said, my team and I believe that robots are living things. They are living things because for DNA, they can use UUID to identify themselves. For reproduction, robots can use ideas such as self-replicating. They can use machine learning and deep learning to adapt over time and growth, which is technically growth and evolve over time. The MER-1 Opportunity rover uses internal balance to see which component or system is using too much power, and can shut it down to prevent shortage of power and energy. It can also use its solar panels to convert the sunlight energy into usable energy for the rover. Respond to stimuli is that if a robot fails in a task, it can learn and respond so that it won’t fail in the same task next time. And that is our closing statement.

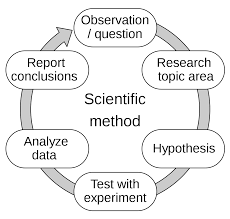
**Galileo Galilei Assignment**

Jerry Hu

8.2

February 2, 2022

**Draw or write on the scientific method. You can find this online or in your text book.**



**When and why did the church accept heliocentrism? Why do you believe they resisted against this theory? (your answers should be about half a page, double spaced)**

The Roman Catholic Church forced Galileo Galilei to withdraw his theory that the earth revolves around the sun in 1633. However, the church embraced heliocentrism in 1667. (earth revolves around the sun). I believe the church accepted it because heliocentrism implies that God did not place humanity at the centre of the universe.

**Read the following article** [**https://www.catholic.com/tract/the-galileo-controversy**](https://www.catholic.com/tract/the-galileo-controversy)**. How does this view differ on what happened to Galileo?**

Galileo Galilei was unable to respond to Aristotle's greatest argument against it, which had been made about two thousand years ago. If heliocentrism were genuine, there would be visible parallax shifts in the positions of the stars as the earth moved in its circle around the sun.

**Choose five major accomplishments during the scientific revolution (1540 – 1690). Write a brief summary that includes: who discovered it, when, and why this is a significant accomplishment.**

During the scientific revolution, humans discovered heliocentrism, colour theory, the telescope, and the world of bacteria, and are now able to heal most diseases caused by bacteria and design microorganisms for use in medications. All of these discoveries were made possible by scientists and physicists over the course of scientific evolution. Although the majority of occurrences are favourable, unpleasant events such as the thirty years of war did occur. A series of European battles, particularly in Germany, erupted in 1618. The war began in Bohemia. Antoni van Leeuwenhoek discovered microbes in 1676 using primitive microscopes. Leeuwenhoek's discovery was noteworthy because it turned the focus of scientific study away from large things (such as the universe) and toward small things (i.e. bacteria). In 1672, Newton presented his colour theory to the Royal Society. According to his hypothesis, light is made up of coloured particles that mix to form white light. This notion was dubbed the "colour spectrum" by him.

**Term 2 Reflection**

Jerry Hu

8.2

March 1, 2022

*Approaches to Learning Guide*

|  |  |
| --- | --- |
| **Category** | **Approaches to Learning** |
| **Self-Regulation** | **Problem-solving** - Employs problem-solving strategies before asking the teacher. |
| **Stay focused on a task** - Capable of maintaining focus on a task and is able to refocus when interrupted without teacher reminders. |
| **Manage transitions** - Makes transitions between tasks, classes and activities within a reasonable time frame. |
| **Practice resilience with adversity, mistakes, and failures** - Is generally resilient; learns from mistakes and failure. |
| **Work Habits** | **Use an organizational system; agenda, Managebac and/or similar** - Uses an organizational system to manage weekly deadlines in all subject areas, within the classroom routine. |
| **Use an organizational system; agenda, Managebac and/or similar** - Keeps track of work and generally knows where to find work, both on paper and in electronic files. |
| **Prioritize tasks and meeting deadlines** - Generally establishes and follows a plan in order to complete tasks in an appropriate period of time. |
| **Follow instructions accurately and meet expectations** - Generally follows instructions accurately; seeks clarification as needed. |
| **Take effective notes in class** - Usually takes effective notes for practice and review. |
| **Attitude** | **Practice empathy** - Uses empathy, patience and grace when interacting with others, even those with different perspectives; maintains a safe learning environment. |
| **Take responsibility for one’s own actions and needs** - Controls and owns their actions and needs in all situations. |
| **Manage and resolve conflict and work collaboratively in groups** - Contributes and works effectively in a group situation. |
| **Exercise leadership and take on a variety of roles within groups** - Approaches group work in a helpful manner; respects the roles and contributions of others. |
| **Preparation** | **Manage personal belongings; respect others’ belongings** - Generally keeps personal belongings in appropriate spaces and shows respect for others’ belongings. |
| **Use electronic tools appropriately** - Demonstrates responsible digital citizenship when using electronic tools. |
| **Create effective personal learning goals** - Considers strengths and areas of growth when setting appropriate learning goals. |
| **Engagement** | **Apply feedback** - Applies constructive feedback to improve performance and behavior. |
| **Communicate effectively with teachers and classmates** - Generally communicates effectively with teachers and classmates. |
| **Contribute meaningfully to class activities** - Participates thoughtfully and helpfully in class activities. |

*After reading the Approaches to Learning above, choose two that you feel you are doing well in and explain why:*

**Work Habits**

I use Apple Calendar and the calendar included in ManageBac, as well as ManageBac itself (the “Upcoming” section, the “My Full Calendar” page, and the “Tasks & Deadlines” page), to keep track of deadlines and events at school and outside of school. For example, I have subscribed to and connected the ManageBac calendar to my Apple Calendar, which then I will receive a notification on my phone two days prior to a deadline or event at school. I've also added the weekly timetable of classes to my Calendar for easier access on my Mac and iPad.

Graphical user interface, application, table

Description automatically generated

I keep my class notes for Social Studies and Bible on Apple Notes. I also have a report/paper folder in my backpack for the work I need to carry home every day. Typically, I would finish an assignment one to two days ahead of time and leave the last two days for review and proofreading, and I would email the teacher for any questions or follow-ups on clarifications, or I would ask them during lunch. If the question is simple or straight-forward, I would ask my friends if they know the answer to it before emailing my teacher. For notes on Science, English, and Math, I use Goodnotes 5 on my iPad. I chose to handwrite out the notes on my iPad and not typed on Apple Notes is because in Science, and English, there are a lot of terms in which I can highlight and write out the meaning beside an article while in Math, I could just write the questions and equation out while on Mac, I have to look into the symbols and equations section which makes the process harders. These notes are useful for revising for tests as well as completing worksheets or tasks.

**Preparation**

All of my personal items are kept in my backpack and locker. During the transition time before the next period, I would make sure to have my Mac, iPad, class materials, and a report/paper folder with all of my homework and loose materials that aren't hole punched or stapled with me before each class. Every night before I sleep I would make sure that my Mac and iPad is plugged in and charged in preparation for the next day's classes. I would also check ManageBac notifications before I sleep in case I miss any important notifications for the next day, such as change of schedule, new assignments assigned, etc. Checking ManageBac notifications frequently also gives me the opportunity and time to preview on new units that we might learn in class. For example, given that I checked my ManageBac messages frequently, I have the chance to write this reflection before the first block (CREW), which gives me extra time to proofread and check for errors during the given periods for mistakes.

*After reading the Approaches to Learning above, choose one that you feel you need to work on and explain why.*

**Engagement**

I can communicate effectively with classmates and teachers. I sometimes contribute but needs to work on participating and contributing more in class discussions in subjects like English, French, and PE. For example, sometimes I know the answer to a question but thinks twice before I raise my hand. Though thinking twice before answering gives me the chance to answer with a higher quality, sometimes someone else may raise their hand before me and take the chance.

*Write an Approaches to Learning goal for the Term that is about to begin (Term 3):*

**Engagement**

I want to work on engagement in classes, and I plan to play a part in class discussions more oftenly, work on preparing better answers for when a teacher calls on me, and constantly communicate effectively with classmates and teachers. I have just learned from Mr. Kriese to use the school email when emailing teachers (which a lot of times I forget), but I will try my best to remember in the upcoming term.

**All About Me**

Jerry Hu

8.2

February 11, 2022

Ms. Young

English 8

As you may know, I am a tall, bold, noble gentleman packed with loyalty. I am the typical young aristocrat—I strive to woo my sweetheart by bringing her small gifts, offering her candies, and serenading her at her window by the moonlight. Though I adore my girl Hermia and she loves me back, her father and the prospective son-in-law her father desires are hurdles to my love. "I'm just as good a match as Demetrius!" I claimed in Act 1, Scene 1. However, Egeus, Hermia’s father, doesn’t seem to allow me to marry his daughter. Though I have tried many ways to marry my dream girl in both legal and illegal to Hermia’s father, I failed miserably each time. I hope that one day, I shall be able to marry my beloved Hermia with Egeus’ consent. A Midsummer night’s dream is a play that takes place during the twelfth century in Athens, Greece.

**Life After the Play**

Jerry Hu

8.3

February 11, 2022

Ms. Young

English 8

Oberon saved the day by determining that Puck had placed the potion in the wrong person and ordered Puck to reverse my enchantment to set things right among us, the four lovers. By the dawn of the next day, I had already fallen back in love with Hermia, while Dememtrius remained enchanted with Helena. Though Egeus did not agree, I and Hermia, Demetrius, and Helena planned to flee and marry at the chalet near the farm, surrounded by lakes and mountains far away. My wife and I now have three children, and I would go hunting in the woods with Demetrius once a week because we had become friends. I used to have frequent dreams about a mischievous boy following me through the woods, but I have no idea who he is. I'm hoping that one day, when hunting, I'll come upon this boy.

Five years later, when hunting with Demetrius and Egeus, Demetrius reminded me of the name "Puck": the name that frequently appears in my dreams and the well-known face that I must've seen someplace; possibly six years ago when I tried to flee with Hermia. During a journey to the forest, I met Oberon, who humbly told me about the potion. It wasn't until then that I discovered Puck was the one who poured the love potion into my eyes, causing me to fall in love with my ex-Helena and abandoning Hermia in the freezing forest.

**Life During the Play**

Jerry Hu

8.2

February 11, 2022

Ms. Young

English 8

In the play, I've attempted many things, including fleeing Athens to marry Hermia, given that  I'm willing to risk my life for her. Before devising the plot to flee Athens, I considered the ramifications of defying Theseus and Egeus–father. Hermia's Because of the rules of Athens, these penalties might lead to Hermia's death. Oberon, seeing Demetrius behaving rudely towards Helena, sent Puck to smear some of the love potion on the young Athenian man's eyelids. Puck, on the other hand, mistook me and Hermia for Demetrius and Helena, and believing that I am the Athenian man of whom Oberon spoke, afflicts me with the love potion. For whatever reason, I happen to glimpse Helena when I wake up and fall madly in love with her. After Oberon discovered that Puck had infected the wrong person, he undid the potion and my love for Hermia was as strong as ever after the enchantment was undone. I've given up my entire existence in Athens to be with Hermia.

When I returned to Athens at Hermia's request, I proudly told Egeus and Theseus that I was the one who urged Hermia to flee to marry me. Because Demetrius has already had a connection with Helena, Theseus has bent the law so that I might marry Hermia. I am a symbol of the erratic nature of love.

**Life Prior to the Play**

Jerry Hu

8.2

February 11, 2022

Ms. Young

English 8

In William Shakespeare's "A Midsummer Night's Dream," I am one of four lovers. I was in love with Helena before I was in love with my beloved Hermia, and for some reason, Demetrius always appears to be my adversary. When Demetrius and Helena were engaged, her father, Ageus, gave me permission to marry Helena. I realised Hermia, my ex's friend, would be a better fit for me after meeting her. “The course of true love never did run smooth”, Ageus comforts me, hoping that I would marry his beloved daughter, but I had already changed my mind on Helena. “I will, my Hermia” I exclaims at Hermia, who’s standing beside Helena awkwardly.

**SDG Introduction Reflection**

Jerry Hu

8.2

February 23, 2022

**Which of the UN’s SDG’s interest you the most and/or would you like to learn about? (Choose 2 to 4 SDGs). Throughly explain why you have chosen these SDGs.**

The SDGs that interest me the most are:

* Clean water and sanitation
  + I picked clean water and sanitation because, as of 2020, 26% (abt. 2 billion) of people lack drinking water, and 46% (abt. 3.6 billion) lack sanitation resources, which include toilets, showers, and other amenities. To make the Earth a better place for everyone, clean water and sanitation is the root.
* Gender Equality
  + As a result of COVID-19, approximately 10 million girls, in addition to those who were expected to become child brides prior to the pandemic, will be at risk of child marriage during the next decade. According to statistics, one in every three women (abt. 736 million) has experienced physical and/or sexual violence at least once since the age of 15. Furthermore, women's equal involvement in decision-making in the government of gender parity is a long way off. As of 2021, women make up only 25.6% parliament, 36.3% of local government, and 28.2% of managerial jobs.
* No poverty
  + COVID-19 has resulted in an extraordinary rise in poverty over a generation, with an additional 119-124 million people forced back into poverty by 2020. As of April 2021, 118 nations had reported national and/or local disaster risk reduction programmes, a significant increase from 45 in 2015.

**SHAPE Reflections**

|  |  |
| --- | --- |
| **Category** | **Approaches to Learning** |
| **Self-Regulation** | Problem-solving |
| Stay focused on a task |
| Manage transitions |
| Practice resilience with adversity, mistakes and failures |
| **Work Habits** | Use an organizational system; agenda, Managebac and/or similar |
| Prioritize tasks and meeting deadlines |
| Follow instructions accurately and meet expectations |
| Take effective notes in class |
| **Attitude** | Practice empathy |
| Take responsibility for one’s own actions and needs |
| Manage and resolve conflict and work collaboratively in groups |
| Exercise leadership and take on a variety of roles within groups |
| **Preparation** | Manage personal belongings; respect others’ belongings |
| Use electronic tools appropriately |
| Create effective personal learning goals |
| **Engagement** | Apply feedback |
| Communicate effectively with teachers and classmates |
| Contribute meaningfully to class activities |

After reading the Approaches to Learning above, choose two that you feel you are doing well in and explain why:

1. Attitude: I take responsibility for my actions and can show leadership as well as having the ability to solve conflicts in a group

2. Preparation: I can manage and use electronic tools when I’m supposed to, and manage my personal belongings: water bottle, binder, pencils, pens, etc.

After reading the Approaches to Learning above, choose one that you feel you need to work on and explain why.

1. Work habits: I can work on following the criteria accurately and not procrastinate on assignments.

Goal: Write an Approaches to Learning goal for the Term that is about to begin

Goal: Work habits

**Logo Intro**

Jerry Hu

8.2

February 25, 2022

**Categories:**

* Youtube
* Instagram
* Games

|  |  |
| --- | --- |
| **Personal** | **Community** |
| * Violin | * Talented |
| * Badminton | * Funny |
| * Intelligent | * Hard working |

*Two strategies:*

1. **How to work better with yourself (upgrade your work)**
   1. No distractions
   2. Focus on task
   3. Recheck work before submitting to increase the quality of the work
2. **How to work better with others**
   1. Division of the work evenly
   2. Set roles for different members
   3. No complaining to save time

**A way to make it international?**

* Not language restricted
* Interpretable for different people

*IB Learner Profile*

**What aspect do you want to explore and why?**

* Risk taker
* Communicater
* Open minded
* Reflective
* Knowledegable
* Thinkers
* Inquirers

I want to use open minded for my logo design because open minded represents the different elements and thinking out of box while creating the design.

*Grading*

**A grade you want/why/how you are going to get it.**

I want a seven and not a eight on this so that it leaves room for improvements for term three. I can get a seven by following the criteria, adding additional information that might help me achieve bonus marks.

*Customization for the summatives:*

* Presentation(**Criterion A - Research**)
* Conversation show/tell (**Criterion A - Research**)
* Written document (**Criterion A – Research, Criterion D - Reflection**)

|  |  |
| --- | --- |
| People I work good with | People I don’t work good with |
| Alex Han | Tecna |
| Ernie | Cindy |
| Charlie | Corrina |
| Neil | Seela |

**Ad Design Challenge**

Jerry Hu

8.2

March 1, 2022

*Step 1 – Explaining and justifying the need*

**Explain 2 reasons why advertising is important and give examples for each reason.**

Advertising is used for companies and organizations to promulgate their ideas to give the opportunity for people to learn and get to know them

**Looking at the current ads for your product, evalute (think of pros, cons, and opportunities for new elements) and determine a problem and then why it needs to be solved.**

**A person and person posing for a picture

Description automatically generated with medium confidence**

**Problems and Solutions:**

1. “Adam Sandler” and “Jennifer Aniston” looks plain with the background:
   1. Not enough contrast
2. Text placement of “Adam Sandler” and “Jennifer Aniston” looks off:
   1. SUGGESTIONS
      1. Move the two protagonists and place them side-by-side
      2. Place the names under the main characters
3. Placement of the other characters are too small
   1. This current layout shrinks the other characters to show the contrast betewen the characters and the two protagonists
   2. Characters besides the protagonists are too small
4. “First class problems. Second class detectives” looks misplaced
   1. The margin between the element and the border of the picture is not aligned
   2. The text are too big to fit in this gap

*Step 2 – Research*

**State 10 facts that you already know about the product:**

1. The murder mystery is a genre
2. Adam Sandler is in it
3. Jennifer Aniston is in it
4. It’s a comedy
5. Rated PG 13
6. Entertaining
7. First promulgated in 2019
8. Other half of movie takes place on dryland
9. Main plot starts on a cruise
10. Lots of plot twists

**Describe 5 aspects that you want to learn about it:**

1. How many actors are there
2. Who’s the director
3. Where it was filmed
4. When it was filmed (not published)
5. How many locations were included in the film

**Describe 5 tools with examples about how to use Adobe Photoshop:**

1. Magic wand tool
   1. Used to remove a selected portion of an image
   2. Useful for working on the background
   3. To use this tool:
      1. Select the magic wand tool in the toolbox
      2. Click the region that you want to remove
      3. Press the DELETE button to delete it
2. Magnetic Lasso tool
   1. Creates a region that you want to keep
   2. To use this tool:
      1. Right-click the Lasso tool and click on the Magnetic Lasso tool in the toolbox
      2. Click a starting point
      3. Move the cursor around the image you want to select
      4. After moving the cursor around the image, bring it back to the starting point.
      5. Once reached the initial point, the portion will be selected
3. Pen tool
   1. Used to select the section of an image
   2. To use this tool:
      1. Click the pen tool from the toolbox
      2. Select the portion you want to work upon
      3. As you move the mouse, click the image to set the path and reach the starting point after rolling around the portion of the image
4. Spot Healing Brush tool
   1. Removes spots from faces
   2. Used to remove unwanted spots from an image
   3. Frequently used to develop a clear face of any human being
   4. To use this tool:
      1. Click the spot healing brush tool from the toolbox
      2. Click the spot you want to correct
      3. The tool will automatically heal the spot according to the surrounding colors
5. Gradient tool
   1. Applies multiple colors to an image
   2. To use this tool:
      1. Right-click on the paint bucket tool from the toolbox and select Gradient tool from the options
      2. Click on the screen from where you want to start the gradient and without releasing the mouse button
      3. Drag the cursor to the point you want the gradient to apply
      4. After reaching the endpoint, release the cursor

**Find 1 source about the product and evaluate it for the main points, what you learned, and how reliable it is and then cite it in MLA format**

“Hilarious! I thought this was absolutely hilarious, Adam Sandler and Jennifer Aniston are amazing. They play so well off each other; the chemistry is perfect. The plot itself is pretty good, if you ignore the fact that I hardly think two nobodies would ever be invited on a billionaire’s yacht. The story line moves at a fast pace and has a nice twist at the end. A thoroughly fun movie!” – “[Calicodreamin](https://www.imdb.com/review/rw5184091/?ref_=tt_urv)”

**My opinion:** I haven’t watched “Murder Mystery”, but from this I found out that the movie is probably more towards the comedy side than tracking down a criminal or solving a case. I think that this review is reliable because I found many other similar ones under the same page but with different authors published on different dates.

Calicodreamin. by Calicodreamin. *Imdb*, 13 Oct. 2019, www.imdb.com/review/rw5184091/?ref\_=tt\_urv. Accessed 2 Mar. 2022.

**Find 1 source about Adobe Photoshop and do the same as above**

“There is nothing worst than spending hours creating a project in Premiere or Photoshop only to have the file corrupted and you spending time to drag everything on another system that didn’t have the recent update from Adobe Creative Cloud. Their business model of “send the update and fix the problems as we go” waste hundreds of Production time hours. This whole subscription base programs cost smaller production companies like mine thousands of dollars each year in man hours fixing their \*\*. The sad part is AVID is no better. If you are in the film industry doing Postproduction and do not have the budge for a Tech beware, you will need to have a 2nd system that is not connected to the internet to work on projects until Adobe fixes the bugs in their recent update.

I you have any projects you are still working on DO NOT UPDATE… Finish that project do your normal backup protocol and after you deliver your project to your client then you can try to update your system and make sure you go into each older project and update your main project file. If you fall behind in your update the files will no longer be able to open in your Photoshop or Premiere programs. If I could give Adobe a zero star I would.” – “[Risen of Woodland Hills, CA](https://www.consumeraffairs.com/computers/adobe.html)”

Graphical user interface, text

Description automatically generated

**My opinion:** Although I haven’t used Photoshop before, I learned that Photoshop is probably a fragile app (file corrupt happens frequently, Adobe provides beta updates for Photoshop frequently) from this comment. I think that this feedback is trustworthy because many other one-star reviews are found in “ConsumerAffairs” site. Some brought up that the free trial is not worth it or the price is too expensive, while wrote the flaws within the app itself.