

Study Notes and Journal

by

Dale P. Bada

Submitted for Assessment in

UC1NPR052 - Network Principles

at

Noroff University College

February 23, 2021

Contents

1	Introduction	vii
1.1	Key dates	vii
1.2	Course Tutors	vii
1.3	Study goals	vii
2	Lesson «number»: «Lesson topic»	1
2.1	Reflection on the days lecture and tutorial	1
2.2	Reflection Topics	1
2.2.1	Provided topic 1	2
2.2.2	Provided topic 2	2
2.3	Key Take-Away	2
2.4	Lessons Learned	3
2.5	Action Points - Further Reading/Enquiry	3
2.6	Other source materials	3
2.7	Issues/Solutions Noted and Area of Improvements	4
3	Lesson «number»: «Lesson topic»	5
3.1	Reflection on the days lecture and tutorial	5
3.2	Reflection Topics	5
3.2.1	Provided topic 1	6
3.2.2	Provided topic 2	6
3.3	Key Take-Away	6
3.4	Lessons Learned	7
3.5	Action Points - Further Reading/Enquiry	7
3.6	Other source materials	7
3.7	Issues/Solutions Noted and Area of Improvements	8

4 This is body_section3 heading	9
5 This is body_section4 heading	10
6 Lesson «number»: «Lesson topic»	11
6.1 Reflection on the days lecture and tutorial	11
6.2 Reflection Topics	11
6.2.1 Provided topic 1	12
6.2.2 Provided topic 2	12
6.3 Key Take-Away	12
6.4 Lessons Learned	13
6.5 Action Points - Further Reading/Enquiry	13
6.6 Other source materials	13
6.7 Issues/Solutions Noted and Area of Improvements	14
7 Lesson «number»: «Lesson topic»	15
7.1 Reflection on the days lecture and tutorial	15
7.2 Reflection Topics	15
7.2.1 Provided topic 1	16
7.2.2 Provided topic 2	16
7.3 Key Take-Away	16
7.4 Lessons Learned	17
7.5 Action Points - Further Reading/Enquiry	17
7.6 Other source materials	17
7.7 Issues/Solutions Noted and Area of Improvements	18
8 Lesson «number»: «Lesson topic»	19
8.1 Reflection on the days lecture and tutorial	19
8.2 Reflection Topics	19

8.2.1	Provided topic 1	20
8.2.2	Provided topic 2	20
8.3	Key Take-Away	20
8.4	Lessons Learned	21
8.5	Action Points - Further Reading/Enquiry	21
8.6	Other source materials	21
8.7	Issues/Solutions Noted and Area of Improvements	22
9	Lesson «<i>number</i>»: «<i>Lesson topic</i>»	23
9.1	Reflection on the days lecture and tutorial	23
9.2	Reflection Topics	23
9.2.1	Provided topic 1	24
9.2.2	Provided topic 2	24
9.3	Key Take-Away	24
9.4	Lessons Learned	25
9.5	Action Points - Further Reading/Enquiry	25
9.6	Other source materials	25
9.7	Issues/Solutions Noted and Area of Improvements	26
10	Lesson «<i>number</i>»: «<i>Lesson topic</i>»	27
10.1	Reflection on the days lecture and tutorial	27
10.2	Reflection Topics	27
10.2.1	Provided topic 1	28
10.2.2	Provided topic 2	28
10.3	Key Take-Away	28
10.4	Lessons Learned	29
10.5	Action Points - Further Reading/Enquiry	29

10.6 Other source materials	29
10.7 Issues/Solutions Noted and Area of Improvements	30
11 Lesson «number»: «Lesson topic»	31
11.1 Reflection on the days lecture and tutorial	31
11.2 Reflection Topics	31
11.2.1 Provided topic 1	32
11.2.2 Provided topic 2	32
11.3 Key Take-Away	32
11.4 Lessons Learned	33
11.5 Action Points - Further Reading/Enquiry	33
11.6 Other source materials	33
11.7 Issues/Solutions Noted and Area of Improvements	34
12 Conclusion	35
13 Code snippet sample	35
13.1 Stylized Code Typesetting Sample	35
14 TiKZ package	35
14.1 TiKZ package - Graph and illustration Sample	35
14.2 TiKZ package - Drawing Sample	36
14.3 TiKZ package - Venn diagram Sample	36
15 PlantUML .png in L^AT_EX	37
16 Custom Environments	38
17 Image Positioning	38
18 Bibliography and Citation Sample	38

A Appendix	39
B Bibliography	40

1 Introduction

Course: UC1NPR052 Network Principles - 2020/2021

Moodle URL: <https://lms.noroff.no/course/view.php?id=557>

1.1 Key dates

Duration::	3 weeks
Start:	2021-02-22
End:	2021-03-05
Formative assessment:	TBD
Assessment 1 - 20% of course mark - Online Test date:	TBD
Assessment 2 - 80% of course mark - Term Paper date:	TBD

1.2 Course Tutors

Course leader: Piet Delport
Course lecturer: Ruan Koen

1.3 Study goals

Excerpt from course description: The course will equip students with practical knowledge of general network theory. In particular it will address network structures and topology and explore key protocols. The course will also provide the students with knowledge of how to implement networks within business.

Sets of competences, expressing what the student will know, understand or be able to do after completion of a process of learning, and products of this process.) Students who have successfully completed this course will have gained the following:

Course Objectives and Learning outcomes:

- Course Objectives
 - The student will be able to assess and construct appropriate network configurations.
- Learning outcomes of the course
 - Students should have knowledge of:
 - * General theoretical network models
 - * Network devices
 - * Forms of network communication
 - Students will be able to demonstrate the following skills:
 - * To understand how the interaction between network components enable communication via local and global networks

- * To implement and configure network devices
- * To construct and configure a network and subnet
- * To reflect upon learning and network skills development
- General Competence: The students will have developed or strengthened attitudes in relation to
 - * Be aware of issues of reliability and responsibility to users
 - * Be aware of the need for 'fit for purpose' networks

Misc. key course Info:

ECTS credits: 05.0

Estimated student workload in hours: Nominally 125 student hours. Full time study (Approximately 40 hours pr/wk).

Delivery Pattern:

Lecture / Tutorial / Supported Study: 36 hours

Group / Individual Self Study: 56 hours

Assessment time: 33 hours

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

2 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

2.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

2.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

2.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

2.2.2 Provided topic 2

topic 2 example reflective discussion

2.3 Key Take-Away

Lesson date : 2021-02-22
Date taken : 2021-02-22
Revisited : 2021-02-23 - Lesson activities taken, notes notes and journal started.

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

2.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

2.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

2.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

2.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

3 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

3.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

3.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

3.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

3.2.2 Provided topic 2

topic 2 example reflective discussion

3.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

3.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

3.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

3.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

3.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

4 This is body_section3 heading

THIS IS AN EMPTY SAMPLE SECTION

...single page, no subsections...

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

5 This is body_section4 heading

THIS IS AN EMPTY SAMPLE SECTION

...single page, no subsections...

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

6 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

6.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

6.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

6.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

6.2.2 Provided topic 2

topic 2 example reflective discussion

6.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

6.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

6.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

6.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

6.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

7 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

7.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

7.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

7.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

7.2.2 Provided topic 2

topic 2 example reflective discussion

7.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

7.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

7.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

7.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

7.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

8 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

8.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

8.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

8.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

8.2.2 Provided topic 2

topic 2 example reflective discussion

8.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

8.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

8.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

8.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

8.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

9 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

9.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

9.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

9.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

9.2.2 Provided topic 2

topic 2 example reflective discussion

9.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

9.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

9.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

9.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

9.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

10 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

10.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

10.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

10.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

10.2.2 Provided topic 2

topic 2 example reflective discussion

10.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

10.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

10.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

10.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

10.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

THIS IS AN EMPTY SECTION TEMPLATE

Blue text: Help text. Short description of how to use an environment or a section in the template.

«text placeholder»: Text between angle brackets are placeholders. Indicates a string to be replaced with input text.

Normal text/black fonts: Real note/example text, how the section is intended to be used.

11 Lesson «number»: «Lesson topic»

Replace the double angle brackets with the lesson number and name.

Original URL: «link to the original blog post on the Moodle blog»

Replace the double angle brackets with the URL to the reflective journal blog.

11.1 Reflection on the days lecture and tutorial

In the list below, specify lesson topics and goals. Describe how the topics will be approached.

Lesson/Topic Objectives & Study Plan:

- Topic 1 - 1 day lecture
- Topic 2 - 2 day lecture + lab and tests
- Topic 3 - 2 day lecture

A groups project covering all topics to be submitted by the end of lecture

Add critical reflective thoughts about your learning experiences. Delete this text

11.2 Reflection Topics

When there are guided topics add them as sub-headings and include your critical discussion of the topic(s)

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of

the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

11.2.1 Provided topic 1

topic 1 example reflective discussion

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

11.2.2 Provided topic 2

topic 2 example reflective discussion

11.3 Key Take-Away

Lesson date : «yyyy mm dd»
Date taken : «yyyy mm dd»
Revisited : «comment or yyyy mm dd»

This subsection outlines key information from the day's lesson in bullet points.

1. «Main Item 1

- (a) sub item 1 1
- (b) sub item 1 2
- (c) sub item 1 3
- (d) sub item 1 4
- (e) sub item 1 5
- (f) sub item 1 6

2. Main Item 2

- (a) sub item 2 1
- (b) sub item 2 2
- (c) sub item 2 3

(d) sub item 2 4

3. Main Item 3

4. ..

5. .»

11.4 Lessons Learned

This subsection summarizes the day's lesson topic.

Bold heading

«Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. »

Glossary:

Expand and elaborate on new words, expressions and topic terminology with a glossary list.

Key Word/Expression	Elaboration/Comment
«Input»	«Input»

11.5 Action Points - Further Reading/Enquiry

To-do list relevant to complete/expand on the lesson topic.

Act Pnt	To-do description	Assigned to	Target date	Comment/Status
1	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»
2	«Task name/description»	«Task owner»	«Deadline yyyy-mm-dd»	«Comments or status»

11.6 Other source materials

External course related material. Insert book title, ISBN, URL etc.

Item num.	Resource Type	Source description, Book title, URL, etc.
1	«Input»	«Input»

11.7 Issues/Solutions Noted and Area of Improvements

Issues noted; what has failed with regards to tools, the lecture itself, missing course material, wrong information or solution in the course assignment etc. Any area of improvement with regards to how previous task has been managed, how to more efficiently proceed with the course personally. Suggestions for improvement suggestions to course leader.

Item num.	Issue description / Area of Improvement	Comments / Solution
1	«input»	«input»

12 Conclusion

THIS IS A SAMPLE SECTION

Conclusion

This section exhibits usefull \LaTeX packages relevant for Noroff year 1 course.

13 Code snippet sample

13.1 Stylized Code Typesetting Sample

```
print('Hello World')
```

Listing 1: This is "Hello World" in Python

Every code tutorial has a "Hello World"!

```
# This is a simple python code for testing.

def mySquareFunc(myVal):
    myRes = int(myVal) ** 2
    return myRes

mySquareFunc(input("Type in a number to square"))
```

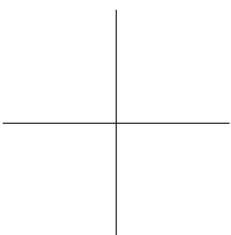
Listing 2: This is another Python code

This is the conclusion page with a code listing.

14 TiKZ package

14.1 TiKZ package - Graph and illustration Sample

A very simple use of TiKZ package.



Source: <https://ctan.uib.no/graphics/pgf/base/doc/pgfmanual.pdf>

14.2 TiKZ package - Drawing Sample

A drawing with TiKZ

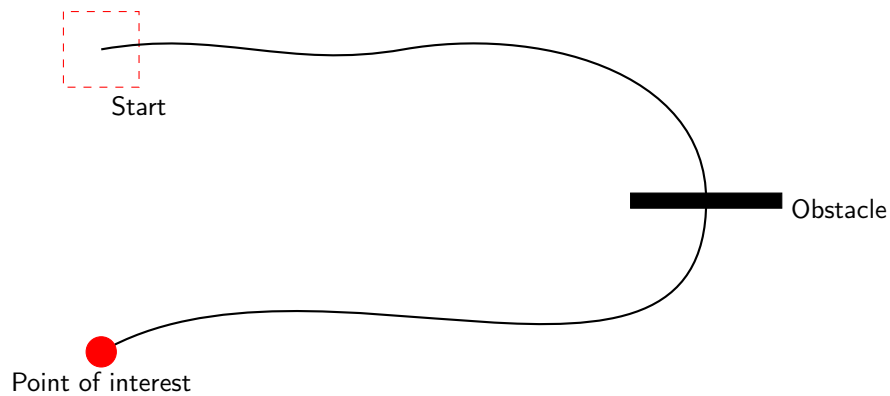
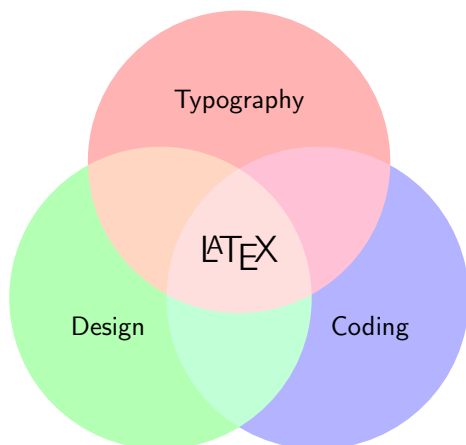


Figure 1: An example graphic made with tikz.

Source: <https://www.latex-tutorial.com/tutorials/tikz/>

14.3 TiKZ package - Venn diagram Sample

A venn diagram with TiKZ



Source: <https://texample.net/tikz/examples/venn/>

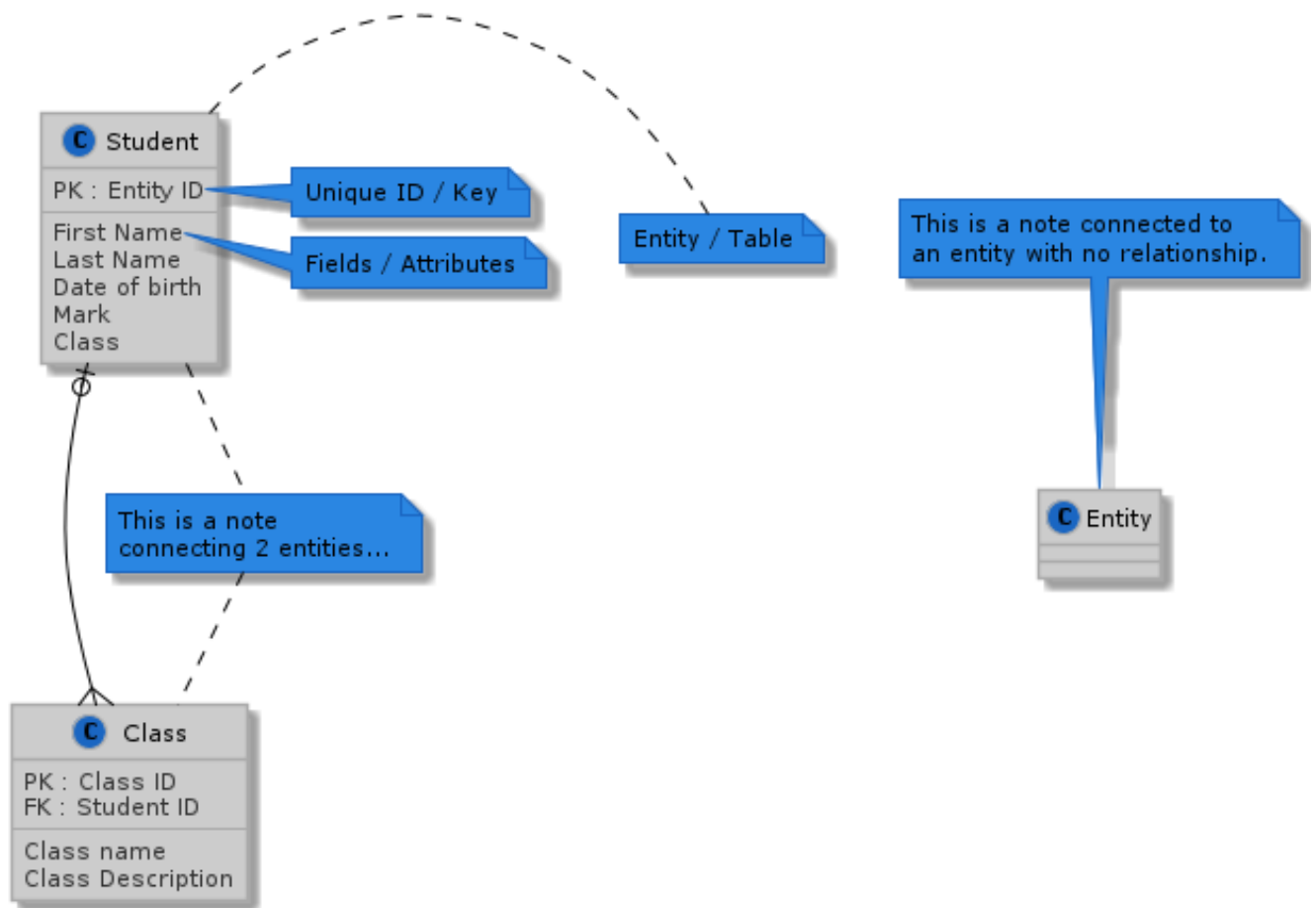
15 PlantUML .png in L^AT_EX

Figure 2: Sample ERD .png

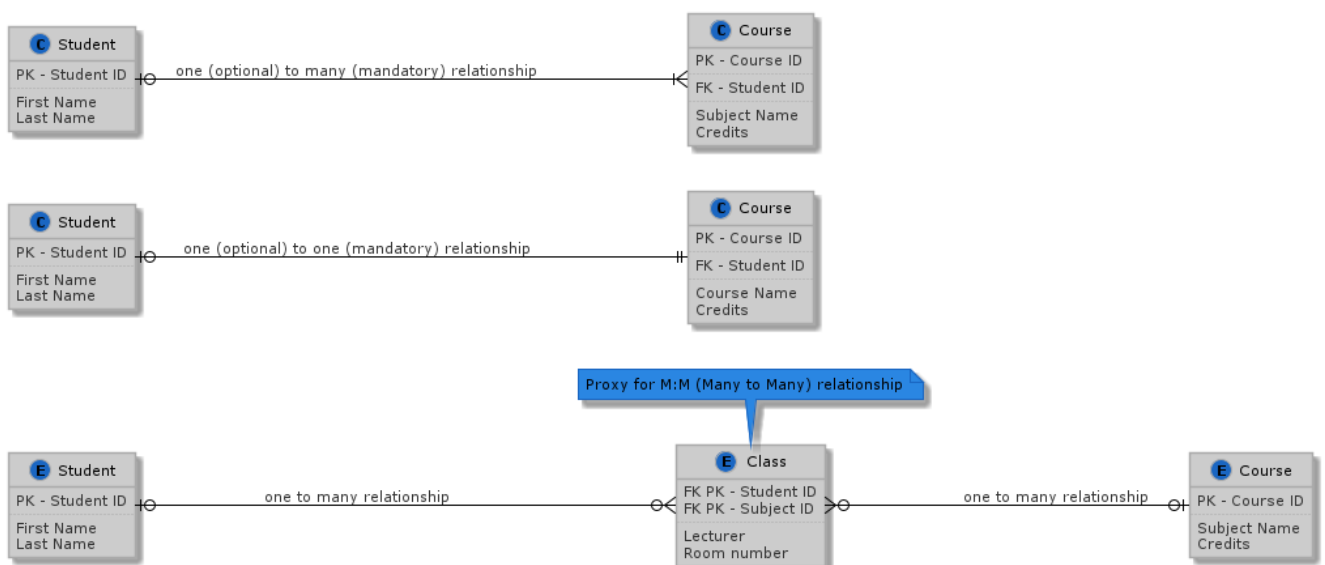


Figure 3: Sample ERD .png

16 Custom Environments

Follow-up - Search for....!!!

Query something...

Notes - Notes title:

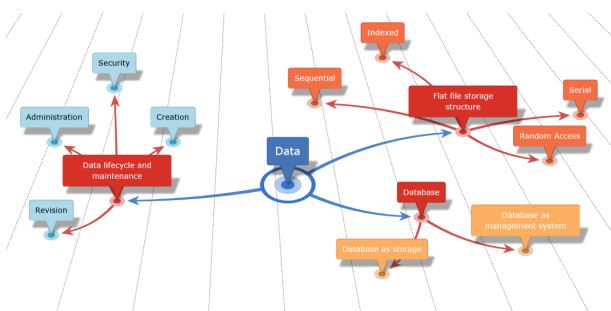
This is a note.

Question - What is???

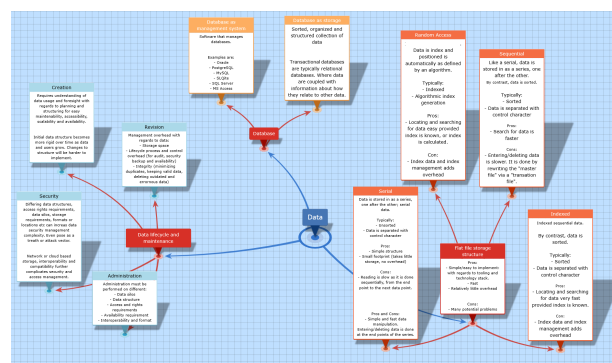
This is a question.

17 Image Positioning

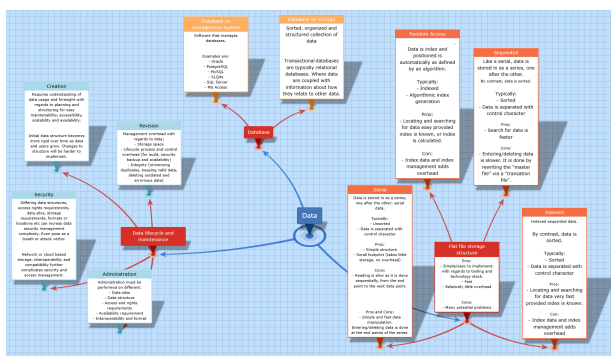
Sample of pictures positioned side by side



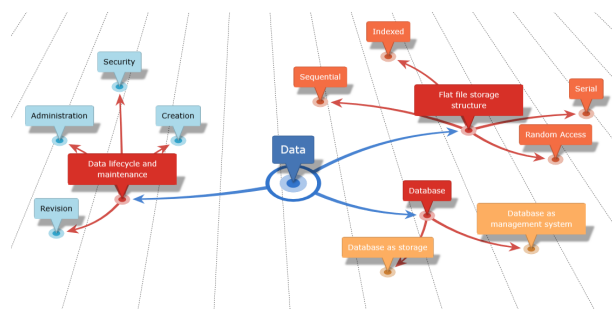
(a) Image 1



(b) Image 2



(c) Image 2



(d) Image 1

Figure 4: images 1 and 2 are order flipped to images 2 and 1

18 Bibliography and Citation Sample

You site a source by referring to a source in the .bib file.

This information is cited from an article from GangBoard, 2019; Richardson, 2020. 2'nd citation is from Williams, 2020.

This is a citation number 1 Kim et al., 2018. Then comes citation number 2 Politou et al., 2018.

A Appendix

This is the appendix

B Bibliography

References

- GangBoard. (2019). What database does Facebook use 2019? Retrieved February 5, 2021, from <https://www.gangboard.com/blog/what-database-does-facebook-use/>
- Kim, S., Kim, J., & Kang, B. B. H. (2018). Malicious URL protection based on attackers' habitual behavioral analysis. *Computers and Security*, 77, 790–806. <https://doi.org/10.1016/j.cose.2018.01.013>
- Politou, E., Michota, A., Alepis, E., Pocs, M., & Patsakis, C. (2018). Backups and the right to be forgotten in the GDPR: An uneasy relationship. *Computer Law and Security Review*, 34(6), 1247–1257. <https://doi.org/10.1016/j.clsr.2018.08.006>
- Richardson, J. (2020). Is there a silver bullet to stop cybercrime? *Computer Fraud and Security*, 2020(5), 6–8. [https://doi.org/10.1016/S1361-3723\(20\)30050-6](https://doi.org/10.1016/S1361-3723(20)30050-6)
- Williams, J. (2020). Removing a false sense of (open source) security. *Computer Fraud and Security*, 2020(6), 8–10. [https://doi.org/10.1016/S1361-3723\(20\)30062-2](https://doi.org/10.1016/S1361-3723(20)30062-2)