

THIS IS A STUDY NOTES TEMPLATE

STUDY NOTES & JOURNAL

by

Insert author name

In Subject:

Insert Title/Subject

at

Noroff University College
March 22, 2021

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1 Introduction

THIS IS A SAMPLE INTRODUCTION SECTION

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.

Course: «course code» «course name»

«course moodle path»

1.1 Key dates

Duration: 6 weeks

Start:1900-01-01

End:1900-01-01

Formative assessment: TBD

Assessment 1 - Submission date: TBD

Assessment 2 - Submission date: TBD

1.2 Course Tutors

Course leader:Arthur Dent

Course lecturer:Ford Prefect

Course tutor:John Crichton

course tutor:Aeryn Sun

Support tutor:Ka D'Argo

Support tutor:Chiana

Support tutor:Rygel

Support tutor:Pa'u Zotoh Zhaan

1.3 Study goals

- Working with database (SQLite)
 - Find Moya
 - Escape from Scorpius
 - Feed Rygel
 - Save the galaxy

THIS IS A FILLED SAMPLE SECTION

...with realistic notes...

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

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

2 Lesson 1: Course Introduction

Notes - Typesetting Generic Document Elements:

The couple of pages shows uses different \LaTeX commands to typeset a document with the most common text types.

The document uses; Section, Subsection, quotes, italic, bold etc.

Original URL: <https://www.noroff.no>

2.1 Reflection on the days lecture and tutorial

Lesson 1 was an introduction on the subject of *Programming Databases*. It gave a nice overview about the subject, how it is layed out, and perhaps most importantly the study goal. Compared to the 3 other subjects taken since the start of this course, it is the first subject where the subject was clearly outlined along with the goals.

There was a statement, see quote on page 2 from Prof. Johan Van Niekerk, which is important to keep in the back of mind. It should perhaps be pinned to the wall as a reminder of a pitfall to be cognizant of when surmounting challenging study phases. A reminder to wisely allocate the effort exerted, and lower the level of pondering on the vastness of relevant topics, but stay in focus inside the subject domain, at hand.

The statement resonated with me personally, since I regard lack of focus and wasted effort as one culprit of my struggle to keep up on course materials and assessments. I find it very easy to veer of on a tangent and wander away from the study material. For example, making search queries and delving into statistics, while addressing probability in discrete math.

2.2 Reflection Topics

None applicable for this lesson. No reflection topics given for this lesson.

2.3 Key Take-Away

Lesson date : 2077 01 15
Date taken : 2077 01 15
Revisited : N/A

Items/bullet points outlines below outlines key information from the day's lesson.

- Working with database (SQLite)
 - Acquire fundamental skill about working with databases
 - How to design as simple normalized database
 - Understand database storage and data structure
 - Understand database Normalization
 - Be able to query and interface with databases
 - How to script and automate database connection, mangagement and datamining
 - Automate data manipulation and analysis, generating reports and statitics etc on data in databases, dataframes etc.
 - Understanding and being able to manage and work with databases is therefore key to the field of Cyber-Security.

Course: UC1PR2101 - Programming Databases

1. New lesson structure.

- (a) The course is layed out to be taken with a more individual approach, akin to remote studies. More preparation are expected prior to lecture sessions.
- (b) Lessons are broken up into smaller topics.
- (c) Reflective Journals are not mandated. 20% of the mark will not be allocated to Reflective Journal submission.
- (d) Quizes will be smaller and with a formative purpose. There will be a practice Quizes.
- (e) Overall reduced number of submission for assessment. Course grades will be based on 1 or 2 larger assessments, instead of many smaller assessments.
- (f) Course assessment targets, along with target dates to be posted soon.

2. New Lecture structure.

- (a) Students are expected to engage with study material at least 1 day ahead.
- (b) Students are expected to be more prepared for each lecture topics.
- (c) Referenced resources are not "mandatory", students must choose what materials are applicable and important.

3. Tools and applications

- (a) SQLite
- (b) Python
- (c) PANDAS(?)

Learning Databases itself is a comprehensive part of software engineering and software development, which cannot be condensed in a 6 week course.

We are not software developers. Our purpose is to learn enough to be able to understand enough to know what we are looking at when we are working with someone elses (database) design templates...

- Prof. Johan Van Niekerk

Analogous to learning enough foreign language; One is not expected to be a fluent speaker. But know enough, to converse and to be able to accomplish a specific goal. Deeper knowledge are obtained along the way, where fluency comes through effort and immersion over time.

My personal take on this (to make it relatable to the course) is as follows: A car crash forensic investigator should know enough about a car to tell the pieces from each other, but is not expected to fix, design or engineer a car to production.

2.4 Lessons Learned

Notes - Typesetting Bullet-points:

Examples below use combination of `\begin` statement with `\itemize` environment containing `\item` command to make a bullet-point.

The `\itemize` environment can be nested to create a sub-bullet-point. Creating 2 levels of bullet-points.

This subsection summarizes the day's lesson topic.

- Why databases (in relation to CyberSecurity)?
 - Acquire fundamental skills about the purpose of databases
 - Understand how databases are key to modern data and information infrastructure
 - Get an overview of the majority of today's transactional databases and their use of relational database
 - Understand how systems and data breach are on the database connectivity and transactional level
- What is a database?
 - Acquire fundamental skills about what a database is
 - What databases are used for
 - What types of databases are in use
- Where does database fit into the ecosystem of "data"?
 - Be able to identify different ways of storing, structuring and organizing data.

Databases

Databases organize data/information by following examples.

- Categorization
- Quantify
- Itemization
- Relation etc.

Database systems aim to resolve some data storage issues such as problematic *Data redundancy/duplication*:

- Storage, takes space
- Overhead, when updating
- Integrity, data consistency

2.4.1 NIS' objectives

Notes - Citations:

Examples using the `\cite` command.

The `\cite` command can automatically populate the Bibliography on page 13

NIS (**VIIRA2018**) Directive its annexes and Corrigendum (**EuropeanCommission2017**) , a communication by the European Commission to its Member States, the Directive has 3 main objectives:

Notes - Typesetting Acronyms:

Examples using the:

- `\arcshort`
 - The acronym with `arcshort`: CERT
 - `\acrslong`
 - The acronym with `arlong`: Computer Emergency Response Team
 - `\acrfull`
 - The acronym with `arfull`: Computer Emergency Response Team (CERT)
-
- Improving nationanl cyber security capabilities,
 - Building cooperation at EU level, and
 - Promoting a culture of risk management and incident reporting among key economic actors, notably Operators of Essential Services (OES) for the maintenance of economic and scietal activities and Digital Service Providers (DSP).

However, each Member State are expected to expand on the 3 main objectives, and define its NCSS according to each Member State's specific needs and priorities as long as it is never below the requirements and objectives set in the NIS Directive.

Notes - Typesetting Glossary:

Examples using the `\gls` command.

Using the `\gls` enables you to use a term inline, and create a Glossary index using the `\printglossary[title=Glossary, toctitle=Glossary]` on page 14

Using the `\gls` also enables you to use a term inline, and create an Acronym index using the `\printglossary[type=acronym]` on page 15

Beadvised: Please make sure to read the official "glossaries" CTAN package. There are some quirks that is nice to be aware of. The most important is the following.

Rendering a PDF referring to a glossary or acronym that does not exist will result and error.

To generate the acronym and glossary index correctly, execute sequence below accordingly. Take note that the file name *document* omits the `.tex` part of the file name.

- Run the `pdflatex` document (or simply save the file if you are using VS-Code) to trigger the Glossaries package. The `pdflatex` will parse all of the `\gls` and `\acr` commands. A reference will be created to be used with the `makeglossarie` command.
- Run the `makeglossaries` document to generate an index using the `glossary.tex` of defined glossaries and acronyms.
- Re-run the `pdflatex` document (just save again with VS-Code) to render the DPF with the `glossary.tex` is used with correct references in the PDF file.

We will now use the term Directive inline, using the `\Gls` command. Which will use the `glossary.tex` file and automatically populate the Glossary section on page 14.

Here we use another term; transposition, example using Glossary module. It will be the second item to be listed in the Glossary index

Glossary:

Notes - Typesetting Table 1:

Below is an example of a manually built "Glossary" using the `\begin` statement with the `\tabular` environment to create a table.

The disadvantage of manually creating a glossary table is that it will not be indexed.

[H] Key Word/Expression	Elaboration/Comment
Database	A logical way to organize, store, label and describe relationships of data.
Third Normal Form	Relational databases. A database schema design see "Other source material" table in section 2.6. Ensures update and insert integrity to the database.
(Working in) Disconnected mode	A safe way to work with data in Databases, to avoid data corruption or data integrity error. Such corruption or error can occur when multiple connections are made and edits the same data at the same time. Tracking which changes, by which connections, is the most recent and valid change will be difficult. Working in "Disconnected Mode" will remedy this issue.
SQL	Structured Query Language - a standardized language to interface with databases
DDL	Data Definition Language - tells a database how it data will be stored or organized.
DML	Data Manipulation Language - tells the database how to operate the data.
Database Normalization	Structuring a relational database, reduce data duplication and improve data integrity.

Notes - Typesetting graphics:

[H] Below are a couple of examples using the combination of `\begin` statement, `\figure` to create an environment where the `\includegraphics` command is used to insert graphics in a \LaTeX document.

Graphics with .png files

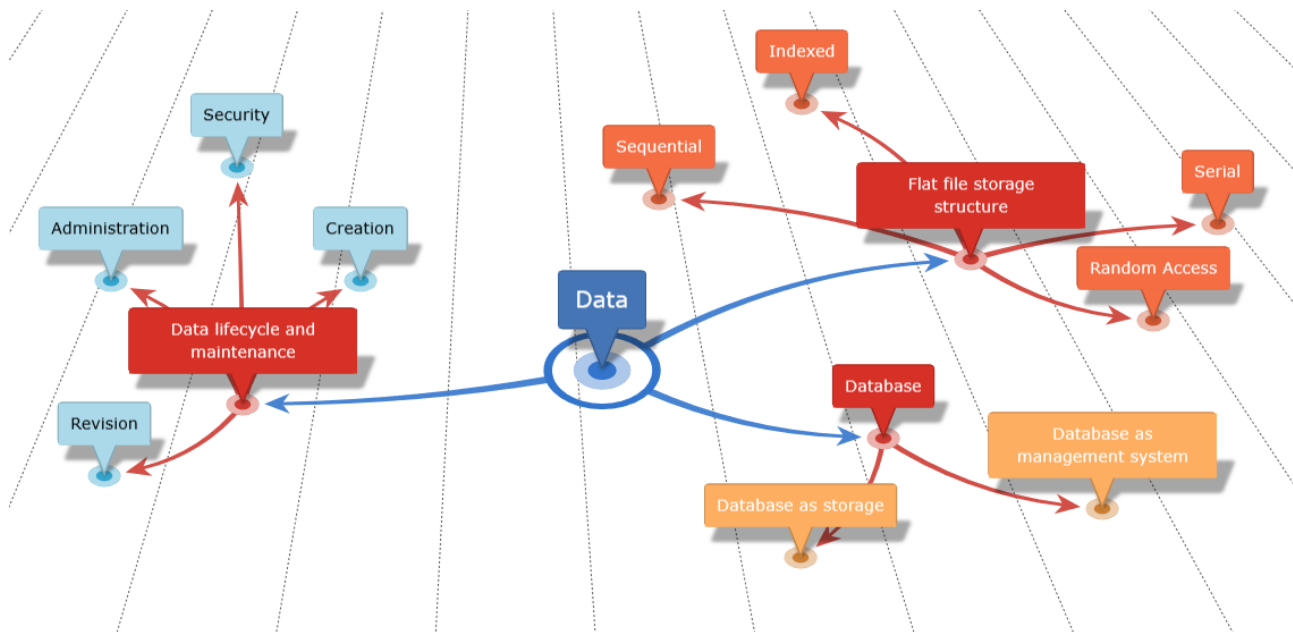


Figure 1: Data Mindmap

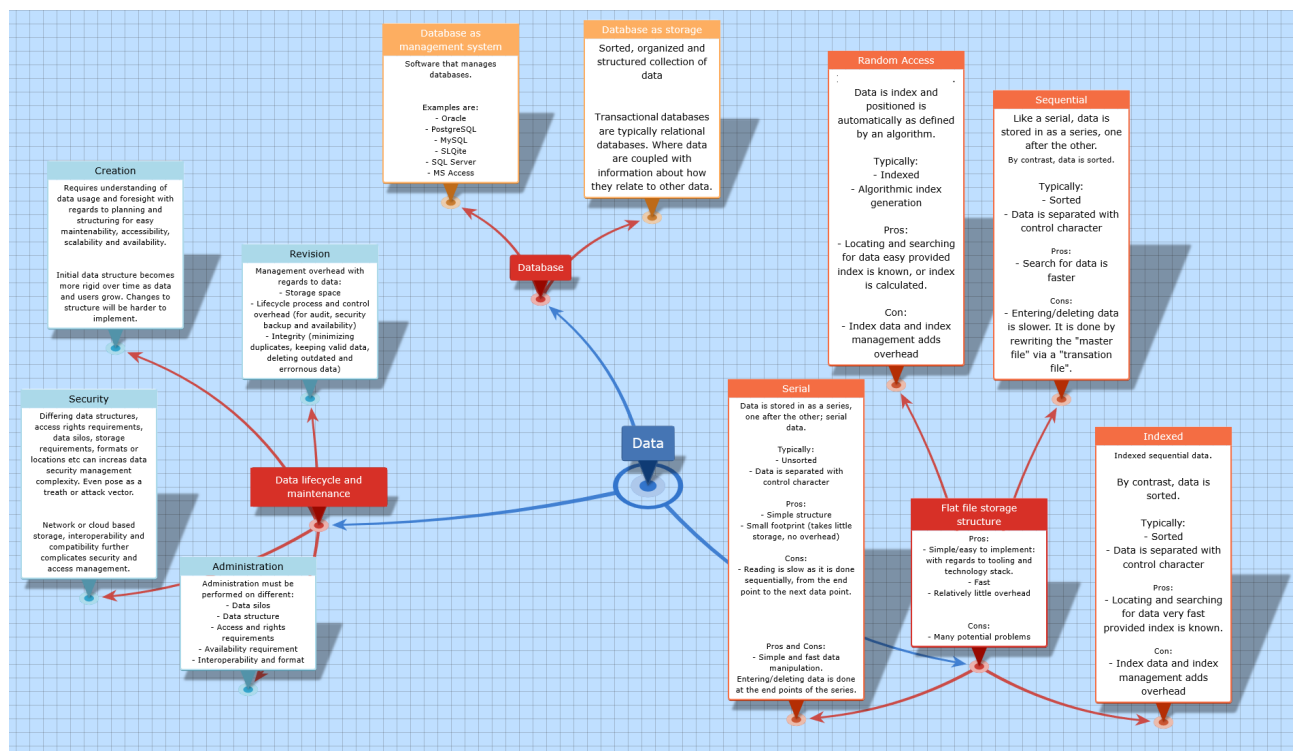


Figure 2: Data Mindmap - with detailed notes expanded

2.5 Action Points - Further Reading/Enquiry

Notes - Typesetting Table 2:

Below are two tables, a "to-do" and a resource list, using the `\begin` statement with the `\tabular` environment to create a table.

Tables in the examples below are using manually set column formatting. In addition to the "adjustbox" environment.

Action Point	To-do description	Assigned to	Target date	Comment/Status
1	Verify/enroll to Teams channel membership for the course	N/A	ASAP	Assigned
2	Setup a home-lab with SQLite	N/A	ASAP	Assigned
3	Look up and learn SQL (DDL, DML etc)	N/A	ASAP	Assigned
4	Look up and learn UML	N/A	ASAP	Assigned

2.6 Other source materials

Resource Type	Source description, Book title, URL, etc.
Wikipedia - 3rd Normal Form	https://en.wikipedia.org/wiki/Third_normal_form
Wikipedia - SQLite	https://en.wikipedia.org/wiki/SQLite
Youtube - SQLite	https://www.youtube.com/watch?v=byHcYRpMgI4
YouTube - SQLite usecases	https://www.youtube.com/watch?v=Jib2AmRb_rk
SQLite - Official	https://sqlite.org/index.html

2.7 Issues Noted and Area of Improvements

Issue number	Issue description / Area of Improvement
1	N/A
2	N/A

EMPTY SECTION - STUDY NOTES TEMPLATE

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

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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)

The Lecture and Tutorial sessions

Follow-up - Lecture reflection!!!

Describe and reflect on lecture...

The study material

Follow-up - The Study Material!!!

Describe and reflect on lecture material...

Misc commentary**Follow-up - Personal commentary!!!**

Comment and reflect on miscellaneous lecture topic.

A more personal take on the regarding the lecture:

- self assesement
- effort and performance
- lecture opinion etc.

3.2.1 Provided topic 1

topic 1 example reflective discussion

Follow-up - !!!

See reflection topics provided for lecture.

If this template is used for personal note-taking. The line below can be entered: "Not applicable, no specific reflection topic provided."

3.2.2 Provided topic 2

topic 2 example reflective discussion. Simply delete this session if not applicable

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»

A Appendix

This is the appendix

B Bibliography

Glossary

directive 1 of 3 type of legislative papers the EU can approve and enforce to its member states. 5

transposition The process of adaptation and implementation. With regards to NIS and NCSS, transposition involves the establishment of national policies and regulations that implements the NCSS strategies, with adherence to scope and compliance with policies as outlined in the NIS Directive. 5

Acronyms

CERT Computer Emergency Response Team. 4

DSP Digital Service Providers. 4

NCSS Natioan Cyber Security Strategy. 4

OES Operators of Essential Services. 4