				#??#
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2		ThesisBot Example		2
3		Pastanon for		3
4		The sis Bot Example Possible Conformation		4
5		Docianora		5
6 1		Designers		6
7				7
8		50 ideas to start. Using BageBot.		8
9				9
10		Introduction		10
11 12 2		This is course is about Python. If you now		11
13		think that it's about snakes and not about pro-		13
14		gramming, you don't want to continue. But if		14
15		you are here with the expectation that you		15
16		will learn about programming techniques and		16
17		objects and classes dedicated for the design		17
18 3		practice, then you are on the right track. By the		18
19		way, you don't have to be a designer by pro- fession, in order to follow his course. It's y start from scratch, using daily life examples to visu-		19
20		fession, in order to follow this course. It's yes		20
21		daily life examples to visu-		21
23		alize the programs. Their		22
24 4		structure, their behavior		23
25		alize the programs. Their structure, their behavior and their usage. That is a		25
26		different approach from		26
27		many other programming courses, which often start		27
28		with a technical solution in		28
29		search for a problem. XXXX		29
30 5		scarcii ioi a problem. XXXX		30
31				31
32		is that we really start from scratch, using daily		32
33 —34		life examples to visualize the programs. Their structure, their behavior and their usage. That		33
35		is a different approach from many other pro-		34
36 6	1 This is the text of the footnote.	gramming courses, which often start with a		36
37	Which can be a very long foot-	technical solution in search for a problem.		37
38	note to run over multiple lines	XXXX [myBookRef]		38
39	with indented left margin.	YYYY		39
40		үүүү		40
41				41
42 7				42
43 44		H3 header here		43
45		There will be a lot of coding in this course. But		44
46		I'll try my ultimate best to clarify as much as I		45
47		can and to relate everything to practical prob		47
48 8				48
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7			n't want to be a p				7
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12 2		ing about	now it sh	ould be			12
13		done - th	ere will be	e contin-			13
14		uous imp	rovement	on the			14
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22		grow too.					22
23			of a course like	e this is a de-			23
24 4		sign process in	itself – increased	d knowledge			24
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26		done – there w	ill be continuous	improvement			26
27		on the code an	d the examples.	Feedback from			27
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30 5		time. So the sul	oscription fee of	the course will			30
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36 6	2 This is another footnote on the		w and develop ir				36
37	same page.		then you just pay				37
38			hat every additi				38
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42 7			id for it. If you w				41
43			content will be a				43
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10		are a des	igner, or y	ou have			10
11		other rea	igner, or y sons to us	e Python			11
12 2	2	in your p	rolessiona	al life or			12
13		your per	sonal life,	you are			13
14		already ι	rolessiona sonal life, using Pytho do that in	on or you			14
15		expect to	do that in	the fu-			15
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17		ing énvir	onment is	likely to			17
18 3	3	be profit	able for vo	u. There			18
19		are many	y good exa	mples			19
20		around s	howing th	e great			20
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		Python	able for your good examing the lost most assert for search for search for search for gin your grequires and your grequires and your great hing the best particular to the lost particul	re solu-			21
22		tions in s	earch for	a prob-			22
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27		approaci	I. You wan				27
28		achieves	something	and			28
29		wnat is t	ne best pa	ttern this			29
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31		reading t	he transla know whe s?" in a tou	tion of			31
32		"Do you l	know whe	re the			32
33		station is	s?" in a tou	rist			33
34		guide, yo	u are inter itions in th	ested in			34
35		conversa	itions in th	is for-			35
36	3 This is the text of the footnote.	eign lang	de on the true is trying land.	re you			36
37	Which can be a very long foot-	can deci	de on the t	opic.			37
38	note to run over multiple lines	This cou	rse is tryin	g to do			38
39	with indented left margin.	that. And	since the	se pat-			39
40	with machieu left margin.	terns are	so divers	and			40
41		changing	overtime	vou			41
42 7	7	need an	g overtime environme	ent that			42
43		will adar	t and grov	v. instead			43
44		of preser	ot and grov nting a fixe e. At the e	d "how			44
		to" cours	e. At the e	nd of the			
45		00010	0.110 0.	01 01			45
46							46
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	0	1	course an overview of pos- sible future topics is given.	# ₆ ??#
	0		sible future topics is given.	
			we'll develop the course further. We start with	
			2 hours of instructions and examples. If you	
			wait for a while, you will pay more for the	
			same content. So, if you are a designer, or you	
	1		have other reasons to use Python in your pro-	
			fessional life or your personal life, you are al-	
			ready using Python or you expect to do that in	
)			the future, then oining this growing environ-	
)			ment is likely to be profitable for you. There	
L			are many good examples around showing the	
)	2		great potential of programming in Python, but	
}			most are solutions in search fo <mark>r a</mark> problem to	
-			be solved. Using programming in your daily	
			practice requires a reversed approach. You	
)			want to achieve some hing and what is the	
7			best pattern this can be done. Instead of read-	
3	3		ing the translation of "Do you know where the	
)			station is?" in a tourist guide, you are interest-	
)			ed in conversations in this foreign language	
			where you can decide on the topic. This	
}			course is trying to do that. And since these	
1	4		patterns are so divers and changing overtime,	
	4		you need an environment that will adapt and	
			grow, instead o <mark>f</mark> presenting a fixed "how to"	
)			course. At the <mark>end</mark> of the course an overview	
7			of possible fut <mark>ur</mark> e topic <mark>s is given.</mark>	
)			This list will be maintained over time, adding	
)	5		wishes and needs expressed by you, the user	
			of the course. The development of the exam-	
)			ples will try to stay in sync with changes in	
			the outside world. To what extent this will	
			succeed is a future promise, but by joining in	
			at early stage, you express the trust that this	
)	6		will happen. As a reward for this trust you get	
,				
3			all future content for the current price.	
)				
			Subhead here	
)				
			This course is the twin of Processing for De-	
)	7		signers course. Much of text is the same, as the	
3			structure of the Processing and Python is very	
1			similar. Also the code examples are very much	
)			alike, except that they are adapted to the syn-	
)			tax of each language. And in the advanced part	
7				
3	8			
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)				
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	0	1	2	3	4	5	#??#	
0	0		the syntax of ea	ach language. An	d in the ad-			0
1			vanced part of t	the courses the e	xamples start			1
2			to drift apart, be	ecause the availa	ble functions			2
3			and libraries is	different. You ca	n decide to go			3
4			through both co	ourses if you war	nt to learn the			4
5			differences, But	if you already h	ave a prefer-			5
6	1		ence or you ma	de a choice, ther	n following			6
7			only one of the	two courses may	y be sufficient			7
8			as a start. If you	are starting fres	h on program-			8
9			ming, the choic	e can be based o	n the expertise			9
10			that is available	e in your environ	ment, that is a			10
11			very practical re	eason. You choic	e also be			11
12	2		based on the di	fference in flavo	r between the			12
13			languages. In pr	eparation of dee	pening in each			13
14			of there languag	ges here is a brie	f summary			14
15			about their cha	racteristics. Proc	essing is based			15
16			on Java, an indu	ıstrial strength p	rogramming			16
17			language, where	e the type of obje	ects needs to			17
18	3		be specified at t	the start of a pro	gram. Python			18
19			has a much mo	re free usage of t	ypes, which			19
20				or "sketchy" prog				20
21				e in circumstanc				21
22			prediction of fla	awless execution	is important.			22
23				his makes Pytho				23
24	4			torage of informa				24
25				g of data type an				25
26				dictionary type,				26
27				ructures that are				27
28			achieve in Proc					28
29								29
30	5							30
31			Subhead here					31
32			The origin of Pr	ocessing is more	e in the pro-			32
33			cessing of imag	es, – focussed on	pixels and in-			33
34			teraction – than	Python. Python	can for in-			34
35			stance be found	d inside web serv	ers and as			35
36	6		scripting langua	age in desktop ap	plications			36
37				and RoboFort.	_			37
38				ns are more line	_			38
39				specific task, whe				39
40				to be part of large	\			40
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46			_	in the syntax of				46
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