# This is the Name of my Thesis

by

# I. B. Scriptor

B.A., North Dakota State University, 2005M.S., University of Reno, 2007

A thesis submitted to the

Faculty of the Graduate School of the

University of Colorado in partial fulfillment
of the requirements for the degree of

Doctor of Philosophy

Department of Rocket Science

2014

# This thesis entitled: This is the Name of my Thesis written by I. B. Scriptor has been approved for the Department of Rocket Science

Ed Visor	
Prof. Rachel Goddard	
Ms. Thora Nea	
	Date

The final copy of this thesis has been examined by the signatories, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above mentioned discipline.

Scriptor, I. B. (Ph.D., Rocket Science)

This is the Name of my Thesis

Thesis directed by Prof. Ed Visor

Often the abstract will be long enough to require more than one page, in which case the macro "\OnePageChapter" should not be used.

But this one isn't, so it should.

# Dedication

To all of the fluffy kitties.

# ${\bf Acknowledgements}$

Here's where you acknowledge folks who helped. But keep it short, i.e., no more than one page, as required by the Grad School Specifications.

# Contents

# Chapter

1	Intro	oduction	1
	1.1	Lists in thesis class	1
2	Mat	chematical Formulation	5
	2.1	Explanation of equations	5
	2.2	Yet another section	9
		2.2.1 Just meaningless text to test lines per page	9
		2.2.2 This is a subsection	10
		2.2.3 This is another subsection	10
	2.3	The End	11
В	Biblio	ography	12
A	ppe	$\mathbf{ndix}$	
A	Wei	rd Exam Answers	21
В	Ode	e to Spot	23

# Tables

1.1	Example of a table with its own footnotes	4
2.1	Table from a PDF file	8

# Figures

# Figure

1.1	Cylinder and measurements	2
1.2	Bitmap images	2
2.1	Cutting up a triangular pyramid	6

## Chapter 1

# Introduction

This sample document illustrates how to use the thesis class, originally written by John P. Weiss. Some requirements of the Graduate School are written into that file; page size, line spacing, appropriate placement of captions for tables and figures, etc. Other tasks of conforming to the requirements are left to other existing LATEX packages. For example, a common problem is to insert graphics — figures and tables — into the body of the thesis. For this one should use the graphicx package, which is part of the standard TEX distribution. Likewise, the Grad School specs say that a large table may be displayed in landscape mode at reduced size, but its caption must also be in rotated position, in the same font and size as the normal text in the body of the thesis. To accomplish this, the user must invoke the rotating package, available online.

Figure 1.1 shows something or other; the image is from a PDF file imported into this document using the graphicx package. The command \usepackage{graphicx}, which appears near the very top of the main LATEX file, reads in this package which defines the \includegraphics{} macro.

#### 1.1 Lists in thesis class

In thesis class (for Colorado University), lists are defined so that nested lists will be numbered or marked appropriately. First, an itemized (non-enumerated) list prefaces each item with a bullet. Nested itemized list use asterisks, then dashes, then dots. These lists are typed between the \begin{itemize} and \end{itemize} commands.

• This is "itemized" item A.

Figure 1.1: This diagram of a cylinder and various measurements and quantities was actually made using **xfig**, a freeware drawing program for Unix systems. Diagrams can be exported directly to PDF files, the preferred format for vector graphics. Vector graphics can be magnified indefinitely without degradation, whereas bitmap images (JPG and PNG) must be pretty high-resolution if you don't want them looking all pixellated when magnified.

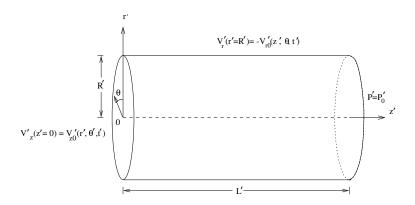
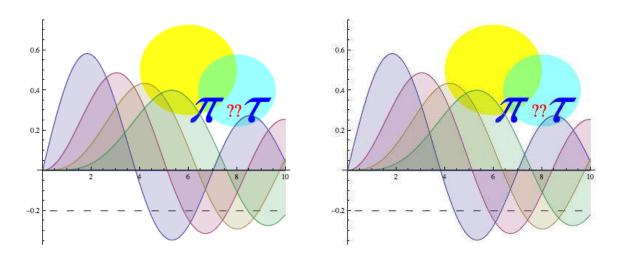


Figure 1.2: The JPEG bitmap format is great for photos but crummy for diagrams (including drawings, graphs, charts) because it can't gracefully handle sharp edges. Note the same bitmap image below from a PNG file and from a JPG file; the latter shows characteristic "ringing" at sharp edges – including text! Vector-format PDF is the best for diagrams, but if you must use a bitmap image, let it be PNG. (Left: file drawing.png. Right: file drawing.png.)



- This is "itemized" item B.
- This is "itemized" item C.
  - \* This is "itemized" subitem A.
    - This is "itemized" subsubitem A.
      - · This is "itemized" subsubsubitem A.
    - This is "itemized" subsubitem B.
  - \* This is "itemized" subitem B.
- This is "itemized" item D.

Enumerated lists use the commands \begin{enumerate} and \end{enumerate}, and nested enumerations appear like this.

- (1) This is "enumerated" item A.
- (2) This is "enumerated" item B.
- (3) This is "enumerated" item C.
  - (a) This is "enumerated" subitem A.
    - (i) This is "enumerated" subsubitem A.
      - (i.a) This is "enumerated" subsubsubitem A.
    - (ii) This is "enumerated" subsubitem B.
  - (b) This is "enumerated" subitem B.
- (4) This is "enumerated" item D.

The work presented here<sup>1</sup> is an extension of Lao[?] and Lao et al.[?], fictional references that are in the bibliographic source file refs.bib.

 $<sup>^1</sup>$  Footnotes are handled neatly by  $\LaTeX$  .

Table 1.1: Here is an example of a table with its own footnotes. Don't use the \footnote macro if you don't want the footnotes at the bottom of the page. Also, note that in a thesis the caption goes above a table, unlike figures.

	S	P	$Q^*$	$D^{\dagger}$
wave form	(kVA)	(kW)	(kVAr)	(kVAd)
Fig. 1.1a	25.48	25.00	-2.82	4.03
Fig. 1.1b	25.11	18.02	-9.75	14.52
Table 2.1	24.98	22.26	9.19	6.64
Table 1.1	23.48	15.00	6.59	16.82
Fig. 2.1	24.64	22.81	-0.44	9.3

<sup>\*</sup>kVAr means reactive power.

<sup>†</sup>kVAd means distortion power.

## Chapter 2

#### **Mathematical Formulation**

The objective of this fake thesis document is to demonstrate a multitude of LATEX features as well as features specific to the thesis class. We start by giving one short formula, and one big hairy multi-line formula (one of the non-dimensional Navier-Stokes equations):

$$A = \pi r^2 \tag{2.1}$$

$$\rho \left[ \frac{DV_r}{Dt} - M\epsilon^2 \frac{V_\theta^2}{r} \right] = -\frac{\delta^2}{\gamma M} \frac{\partial P}{\partial r} + \frac{M}{Re} \frac{\delta^2}{Re} \left\{ 2 \frac{\partial}{\partial r} \left[ \mu \left( \frac{\partial V_r}{\partial r} - \frac{1}{3} \nabla \cdot \overline{\mathbf{V}} \right) \right] \right. \\ \left. + \frac{1}{r} \frac{\partial}{\partial \theta} \left[ \mu \left( \frac{1}{r} \frac{\partial V_r}{\partial \theta} + \epsilon \frac{\partial V_\theta}{\partial r} - \epsilon \frac{V_\theta}{r} \right) \right] \right. \\ \left. + \frac{\partial}{\partial z} \left[ \mu \left( \frac{1}{\delta^2} \frac{\partial V_r}{\partial z} + \frac{\partial V_z}{\partial r} \right) \right] \right. \\ \left. + 2 \frac{\mu}{r} \left[ \frac{\partial V_r}{\partial r} - \frac{\epsilon}{r} \frac{\partial V_\theta}{\partial \theta} - \frac{V_r}{r} \right] \right\}, \tag{2.2}$$

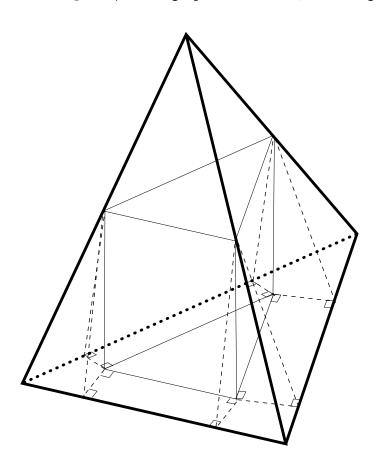
# 2.1 Explanation of equations

The latter equation is non-dimensionalized using the following definitions:

$$r = \frac{r'}{R'}, \quad z = \frac{z'}{L'}, \quad t = \frac{t'}{t'_a}, \quad \kappa = \frac{\kappa'}{\kappa'_0}, \quad \mu = \frac{\mu'}{\mu'_0}, \quad C_V = \frac{C'_V}{C'_{V0}},$$

where  $P'_0$  is the initial static pressure in the cylinder, and  $\rho'_0$  and  $T'_0$  are the density and temperature of the fluid being injected from the sidewall.

Figure 2.1: A triangular pyramid may be cut up as shown, to yield one top pyramid (with one-eighth the volume of the full pyramid), three bottom corner pyramids (which, when joined, are congruent to the top pyramid), three prisms along the bottom edges (the area of whose bottom faces total B/2) and the large central prism (volume = (B/4)(h/2) = Bh/8). The image, from PDF file "pyr.pdf", was read in using the \includegraphics command, from the graphicx package.



Here is an example of using the macros \singlespacing and \doublespacing:

This paragraph was preceded by the command \singlespacing. See the Specifications of the Grad School for instructions about when single spacing is appropriate in a thesis.

And now, here is an example of using the macros \begin{singlespace} and \end{singlespace}; another way to get single-spacing.

Two cases are studied in the present work which differ only in the boundary conditions. Each different boundary condition model a different source of instability. The boundary of the first case consists of a steady, axisymmetric sidewall radial velocity boundary and a time-dependent, non-axisymmetric endwall axial velocity boundary. The second case is studied with a fixed impermeable axial velocity along the endwall and a combination axisymmetric steady and non-axisymmetric unsteady radial velocity along the sidewall.

Usually you want to use a table produced by some other software, such as Excel, rather than try to do it using LATEX macros. If the table is saved/printed to a PDF file, then it can be displayed using the \includegraphics macro inside a table environment:

Some of the boundary conditions are:

$$z = 0; V_z = \begin{cases} 0, & t \le 0 \\ \\ \widetilde{F}_{zw}(r, \theta, t), & t > 0 \end{cases}$$
 (2.3)

$$z = 0; \qquad V_{\theta} = V_r = 0 \tag{2.4}$$

$$r = 0;$$
  $P, \rho, T, V_r, V_\theta, V_z$  finite, (2.5)

$$r = 1; \qquad V_r = F_{rws}(z), \tag{2.6}$$

$$r = 1; V_z = V_\theta = 0,$$
 (2.7)

and solutions must be periodic in  $\theta$ .

If you don't believe this stuff, check out Mulick[?] and Baylor[?].

Table 2.1: This table wasn't constructed with  $\LaTeX$  commands, but resides in PDF file (tableD.pdf) created by some other software.

n	n <sup>2</sup>	n <sup>3</sup>	n <sup>4</sup>	n <sup>7</sup>	n <sup>13</sup>
2	4	8	16	128	8192
3	9	27	81	2187	1594323
4	16	64	256	16384	67108864
5	25	125	625	78125	1220703125
6	36	216	1296	279936	13060694016
7	49	343	2401	823543	96889010407

# 2.2 Yet another section

## 2.2.1 Just meaningless text to test lines per page

According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24-27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs, there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them

up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform? According to the Grad School specs. there should be 24–27 lines of print per page of a thesis. This should be true whether the font size is 10, 11, or 12. Count them up; does this document conform?

What is it? This is a labelled paragraph. The heading of the paragraph is emphasized.

This is a labelled paragraph. The heading of the paragraph is emphasized.

#### 2.2.2 This is a subsection

This is a subsection. Filler f

#### 2.2.3 This is another subsection

This is another subsection. Filler filler.

This is paragraph number 2. It used a \paragraph{} header, which are always inlined (with extra space) and boldfaced.

This is the third paragraph of the subsection. Filler fill

## 2.2.3.1 This is a subsubsection (1)

This is the first paragraph of the subsubsection. Whether it is numbered or inlined depends on the option selected at the beginning of the thesis.

By default, a \subsubsection heading is numbered and set off on a separate line, left-justified.

**However.** Using the inlineh4 option, subsubsection headers are inlined. And using the nonumh4 option suppresses numbering of the subsubsections. Together they make subsubsection headings just the same as paragraph headings.

# 2.2.3.2 This is another subsubsection (2)

Once again, whether its heading is numbered and/or inlined depends on the class options chosen at the start.

There is no "subsubsubsection" entity, and "subparagraph" gets no special treatment in thesis class.

# 2.3 The End

Finally, this is the end. The bibliography starts on the next page.

# **Bibliography**

- [1] The printed world. http://www.economist.com/node/18114221, 2011.
- [2] 123d catch. http://www.123dapp.com/catch, 2013.
- [3] Makerbot. http://www.makerbot.com/, 2013.
- [4] Ponoko. http://www.ponoko.com/, 2013.
- [5] Stratasys. http://www.stratasys.com/, 2013.
- [6] Thingiverse. http://www.thingiverse.com/, 2013.
- [7] Tinkercad. http://www.tinkercad.com/, 2013.
- [8] Dor Abrahamson and Dragan Trninic. Toward an embodied-interaction design framework for mathematical concepts. In Proceedings of the 10th International Conference on Interaction Design and Children, IDC '11, pages 1–10, New York, NY, USA, 2011. ACM.
- [9] S. Ananthanarayan, K. Siek, and M. Eisenberg. Towards the Crafting of Personal Health Technologies. Submitted for publication. 2013.
- [10] C. Anderson. Makers: The New Industrial Revolution. Random House, 2012.
- [11] Alissa N. Antle. Designing tangibles for children: what designers need to know. In CHI '07 Extended Abstracts on Human Factors in Computing Systems, CHI EA '07, pages 2243–2248, New York, NY, USA, 2007. ACM.
- [12] Alissa N. Antle, Milena Droumeva, and Daniel Ha. Thinking with hands: an embodied approach to the analysis of children's interaction with computational objects. In <u>CHI '09 Extended Abstracts on Human Factors in Computing Systems</u>, CHI EA '09, pages 4027–4032, New York, NY, USA, 2009. ACM.
- [13] Alissa N. Antle and Sijie Wang. Comparing motor-cognitive strategies for spatial problem solving with tangible and multi-touch interfaces. In <u>Proceedings of the 7th International Conference on Tangible, Embedded and Embodied Interaction</u>, TEI '13, pages 65–72, New York, NY, USA, 2013. ACM.
- [14] Alissa N. Antle, Alyssa F. Wise, and Kristine Nielsen. Towards utopia: designing tangibles for learning. In Proceedings of the 10th International Conference on Interaction Design and Children, IDC '11, pages 11–20, New York, NY, USA, 2011. ACM.

- [15] Saskia Bakker, Alissa N Antle, and Elise Van Den Hoven. Embodied metaphors in tangible interaction design. Personal and Ubiquitous Computing, 16(4):433–449, 2012.
- [16] Saskia Bakker, Elise van den Hoven, and Alissa N Antle. Moso tangibles: evaluating embodied learning. In Proceedings of the fifth international conference on Tangible, embedded, and embodied interaction, pages 85–92. ACM, 2011.
- [17] Nicholas A Basbanes. On Paper: The Everything of Its Two-Thousand-Year History. Random House LLC, 2013.
- [18] RQRQ Berry, G Bull, C Browning, C Thomas, K Starkweather, and J Aylor. Preliminary considerations regarding use of digital fabrication to incorporate engineering design principles in elementary mathematics education. Contemporary Issues in Technology and Teacher Education, 10(2):167–172, 2010.
- [19] Allen Bevans, Ying-Ting Hsiao, and Alissa Antle. Supporting children's creativity through tangible user interfaces. In CHI '11 Extended Abstracts on Human Factors in Computing Systems, CHI EA '11, pages 1741–1746, New York, NY, USA, 2011. ACM.
- [20] Jack Breen, Robert Nottrot, and Martijn Stellingwerff. Tangible virtualityperceptions of computer-aided and physical modelling. Automation in Construction, 12(6):649–653, 2003.
- [21] Erwin H Brinkmann. Programed instruction as a technique for improving spatial visualization. Journal of Applied Psychology, 50(2):179, 1966.
- [22] Norman Brosterman, Kiyoshi Togashi, and Eric Himmel. <u>Inventing kindergarten</u>. HN Abrams New York, NY, 1997.
- [23] Craig Brown and Amy Hurst. Viztouch: automatically generated tactile visualizations of coordinate spaces. In <u>Proceedings of the Sixth International Conference on Tangible, Embedded</u> and Embodied Interaction, TEI '12, pages 131–138, New York, NY, USA, 2012. ACM.
- [24] Leah Buechley and Michael Eisenberg. The lilypad arduino: Toward wearable engineering for everyone. Pervasive Computing, IEEE, 7(2):12–15, 2008.
- [25] Leah Buechley, Mike Eisenberg, Jaime Catchen, and Ali Crockett. The lilypad arduino: using computational textiles to investigate engagement, aesthetics, and diversity in computer science education. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, CHI '08, pages 423–432, New York, NY, USA, 2008. ACM.
- [26] Leah Buechley, Sue Hendrix, and Mike Eisenberg. Paints, paper, and programs: first steps toward the computational sketchbook. In <u>Proceedings of the 3rd International Conference on Tangible and Embedded Interaction</u>, pages 9–12. ACM, 2009.
- [27] Leah Buechley, David Mellis, Hannah Perner-Wilson, Emily Lovell, and Bonifaz Kaufmann. Living wall. In Proceedings of the international conference on Multimedia MM '10, page 1401, New York, New York, USA, October 2010. ACM Press.
- [28] Leah Buechley and Hannah Perner-Wilson. Crafting technology. <u>ACM Transactions on Computer-Human Interaction</u>, 19(3):1–21, October 2012.

- [29] A. Clark. <u>Being There: Putting Brain, Body, and World Together Again</u>. A Bradford book. MIT Press, 1998.
- [30] Marcelo Coelho, L Hall, J Berzowska, and P Maes. Pulp-based computing: a framework for building computers out of paper. ... Human Factors in Computing ..., pages 3527–3528, 2009.
- [31] Matthew Conway, Steve Audia, Tommy Burnette, Dennis Cosgrove, and Kevin Christiansen. Alice: lessons learned from building a 3d system for novices. In <u>Proceedings of the SIGCHI conference on Human Factors in Computing Systems</u>, CHI '00, pages 486–493, New York, NY, USA, 2000. ACM.
- [32] Stacy B Ehrlich, Susan C Levine, and Susan Goldin-Meadow. The importance of gesture in children's spatial reasoning. Developmental psychology, 42(6):1259, 2006.
- [33] M. Eisenberg, A. Eisenberg, S. Hendrix, G. Blauvelt, D. Butter, J. Garcia, R. Lewis, and T. Nielsen. As we may print: new directions in output devices and computational crafts for children. In Proceedings of the 2003 conference on Interaction design and children, IDC '03, pages 31–39, New York, NY, USA, 2003. ACM.
- [34] Michael Eisenberg. Pervasive fabrication: Making construction ubiquitous in education. In Proceedings of the Fifth IEEE International Conference on Pervasive Computing and Communications Workshops, PERCOMW '07, pages 193–198, Washington, DC, USA, 2007. IEEE Computer Society.
- [35] Michael Eisenberg. Educational fabrication, in and out of the classroom. In Society for Information Technology & Teacher Education International Conference, volume 2011, pages 884–891, 2011.
- [36] Michael Eisenberg, Nwanua Elumeze, Michael MacFerrin, and Leah Buechley. Children's programming, reconsidered: settings, stuff, and surfaces. In <u>Proceedings of the 8th International Conference on Interaction Design and Children</u>, IDC '09, pages 1–8, New York, NY, USA, 2009. ACM.
- [37] Michael Eisenberg, Wendy Mackay, Allison Druin, Sheila Lehman, and Mitchel Resnick. Real meets virtual: blending real-world artifacts with computational media. In <u>Conference Companion on Human Factors in Computing Systems</u>, CHI '96, pages 159–160, New York, NY, USA, 1996. ACM.
- [38] Michael Eisenberg, Ann Nishioka, and M. E. Schreiner. Helping users think in three dimensions: steps toward incorporating spatial cognition in user modelling. In <u>Proceedings of the 2nd international conference on Intelligent user interfaces</u>, IUI '97, pages 113–120, New York, NY, USA, 1997. ACM.
- [39] Fab@Home. www.fabathome.org. 2011.
- [40] Desktop Factory. www.desktopfactory.com/. 2011.
- [41] ES Ferguson. Engineering and the Mind's Eye. The MIT Press, 1992.

- [42] Thomas Fischer and Wing Lau. Marble track music sequencers for children. In <u>Proceedings</u> of the 2006 conference on Interaction design and children, IDC '06, pages 141–144, New York, NY, USA, 2006. ACM.
- [43] Sean Follmer and Hiroshi Ishii. Kidcad: digitally remixing toys through tangible tools. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, CHI '12, pages 2401–2410, New York, NY, USA, 2012. ACM.
- [44] Sean Follmer, Micah Johnson, Edward Adelson, and Hiroshi Ishii. deform: an interactive malleable surface for capturing 2.5d arbitrary objects, tools and touch. In Proceedings of the 24th annual ACM symposium on User interface software and technology, UIST '11, pages 527–536, New York, NY, USA, 2011. ACM.
- [45] F. Froebel and J. Jarvis. The Education of Man. A. Lovell Company, New York, 1886.
- [46] Neil Gershenfeld. Fab: The Coming Revolution on Your Desktop–from Personal Computers to Personal Fabrication. Basic Books, Inc., New York, NY, USA, 2007.
- [47] Wooi Boon Goh, L. L. Chamara Kasun, Fitriani, Jacquelyn Tan, and Wei Shou. The icube: design considerations for block-based digital manipulatives and their applications. In <u>Proceedings of the Designing Interactive Systems Conference</u>, DIS '12, pages 398–407, New York, NY, USA, 2012. ACM.
- [48] H. Nusbaum S. D. Delly Goldin-Meadow, S. and S. Wagner. Explaining math: Gesturing lightens the load. Psychological Science, pages pp. 516–22, 1991.
- [49] Susan Goldin-Meadow. <u>Hearing gesture: How our hands help us think</u>. Harvard University Press, 2005.
- [50] Ira Greenberg. Processing: creative coding and computational art. Apress, 2007.
- [51] Mark D. Gross and Michael Eisenberg. Why toys shouldn't work "like magic": Children's technology and the values of construction and control. In Proceedings of the The First IEEE International Workshop on Digital Game and Intelligent Toy Enhanced Learning, DIGITEL '07, pages 25–32, Washington, DC, USA, 2007. IEEE Computer Society.
- [52] Elizabeth G Hainstock. The Essential Montessori. New American Library, 1978.
- [53] B. Hart. Will 3d printing change the world? <a href="http://www.forbes.com/sites/gcaptain/2012/03/06/will-3d-printed-printed-prints-2012">http://www.forbes.com/sites/gcaptain/2012/03/06/will-3d-printed
- [54] George W Hart. Procedural generation of sculptural forms. Bridges, 2008:209, 2008.
- [55] Susan Lee Hendrix. <u>Popup Workshop: Computationally Enhanced Paper Engineering for Children.</u> PhD thesis, University of Colorado, 2008.
- [56] Mark Howison, Dragan Trninic, Daniel Reinholz, and Dor Abrahamson. The mathematical imagery trainer: from embodied interaction to conceptual learning. In <u>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems</u>, pages 1989–1998. ACM, 2011.
- [57] http://507movements.com/. 507 mechanical movements. 2013.

- [58] Yingdan Huang and Michael Eisenberg. Easigami: virtual creation by physical folding. In Proceedings of the Sixth International Conference on Tangible, Embedded and Embodied Interaction, TEI '12, pages 41–48, New York, NY, USA, 2012. ACM.
- [59] Yingdan Huang, Mark D Gross, Ellen Yi-Luen Do, and Mike Eisenberg. Easigami: a reconfigurable folded-sheet tui. In Proceedings of the 3rd International Conference on Tangible and Embedded Interaction, TEI '09, pages 107–112, New York, NY, USA, 2009. ACM.
- [60] Amy Hurst and Shaun Kane. Making "making" accessible. In Proceedings of the 12th International Conference on Interaction Design and Children, IDC '13, pages 635–638, New York, NY, USA, 2013. ACM.
- [61] Barbel Inhelder and Jean Piaget. <u>The Growth of Logical Thinking from Childhood to</u> Adolescence: An Essay on the Construction of Formal Operational Structures. Basic, 1958.
- [62] Instructables. http://instructables.com.
- [63] Hiroshi Ishii. Tangible bits: beyond pixels. In <u>Proceedings of the 2nd international conference on Tangible and embedded interaction</u>, TEI '08, pages xv-xxv, New York, NY, USA, 2008. ACM.
- [64] Hiroshi Ishii and Brygg Ullmer. Tangible bits: towards seamless interfaces between people, bits and atoms. In Proceedings of the ACM SIGCHI Conference on Human factors in computing systems, CHI '97, pages 234–241, New York, NY, USA, 1997. ACM.
- [65] Sam Jacoby and Leah Buechley. Drawing the electric. In <u>Proceedings of the 12th International Conference on Interaction Design and Children IDC '13</u>, pages 265–268, New York, New York, USA, June 2013. ACM Press.
- [66] Gabe Johnson, Mark Gross, Ellen Yi-Luen Do, and Jason Hong. Sketch it, make it: sketching precise drawings for laser cutting. In <u>CHI '12 Extended Abstracts on Human Factors in Computing Systems</u>, CHI EA '12, pages 1079–1082, New York, NY, USA, 2012. ACM.
- [67] Samuel Johnson and AnnMarie P. Thomas. Squishy circuits: a tangible medium for electronics education. In CHI '10 Extended Abstracts on Human Factors in Computing Systems, CHI EA '10, pages 4099–4104, New York, NY, USA, 2010. ACM.
- [68] Yasmin B. Kafai, Kylie A. Peppler, Quinn Burke, Michael Moore, and Diane Glosson. Frbel's forgotten gift: textile construction kits as pathways into play, design and computation. In Proceedings of the 9th International Conference on Interaction Design and Children, IDC '10, pages 214–217, New York, NY, USA, 2010. ACM.
- [69] Yoshihiro Kawahara, Steve Hodges, Benjamin S Cook, and Gregory D Abowd. Instant Inkjet Circuits: Lab-based Inkjet Printing to Support Rapid Prototyping of UbiComp Devices. pages 363–372, 2013.
- [70] Yoshihiro Kawahara, Steve Hodges, Benjamin S. Cook, Cheng Zhang, and Gregory D. Abowd. Instant inkjet circuits. In <u>Proceedings of the 2013 ACM international joint conference on Pervasive and ubiquitous computing UbiComp '13</u>, page 363, New York, New York, USA, September 2013. ACM Press.

- [71] Scott R. Klemmer, Björn Hartmann, and Leila Takayama. How bodies matter: five themes for interaction design. In <u>Proceedings of the 6th conference on Designing Interactive systems</u>, DIS '06, pages 140–149, New York, NY, USA, 2006. ACM.
- [72] Naoya Koizumi, Kentaro Yasu, Angela Liu, Maki Sugimoto, and Masahiko Inami. Animated paper. Computers in Entertainment, 8(2):1, December 2010.
- [73] Dennis Krannich, Bernard Robben, and Sabrina Wilske. Digital fabrication for educational contexts. In Proceedings of the 11th International Conference on Interaction Design and Children, IDC '12, pages 375–376, New York, NY, USA, 2012. ACM.
- [74] G. Lakoff and R. Nuñez. Where Mathematics Come From: How The Embodied Mind Brings Mathematics Into Being. Basic Books, Inc., 2001.
- [75] Ben Leduc-Mills and Michael Eisenberg. The ucube: a child-friendly device for introductory three-dimensional design. In Proceedings of the 10th International Conference on Interaction Design and Children, IDC '11, pages 72–80, New York, NY, USA, 2011. ACM.
- [76] Ben Leduc-Mills, Halley Profita, and Michael Eisenberg. "seeing solids" via patterns of light: evaluating a tangible 3d-input device. In <u>Proceedings of the 11th International Conference on Interaction Design and Children, IDC '12, pages 377–380, New York, NY, USA, 2012. ACM.</u>
- [77] Hod Lipson and Melba Kurman. Factory@ home: The emerging economy of personal fabrication. A report commissioned by the US Office of Science and Technology Policy, 2010.
- [78] Hod Lipson, Francis C Moon, Jimmy Hai, and Carlo Paventi. 3-d printing the history of mechanisms. <u>Journal of Mechanical Design</u>, 127:1029, 2005.
- [79] Evan Malone and Hod Lipson. Fab@ home: the personal desktop fabricator kit. Rapid Prototyping Journal, 13(4):245–255, 2007.
- [80] James H Mathewson. Visual-spatial thinking: An aspect of science overlooked by educators. Science Education, 83(1):33–54, 1999.
- [81] Timothy S. McNerney. From turtles to tangible programming bricks: explorations in physical language design. Personal Ubiquitous Comput., 8(5):326–337, September 2004.
- [82] Arduino Mega. arduino.cc/en/main/arduinoboardmega2560. 2011.
- [83] David A. Mellis, Sam Jacoby, Leah Buechley, Hannah Perner-Wilson, and Jie Qi. Microcontrollers as material: crafting circuits with paper, conductive ink, electronic components, and an "untoolkit". In <u>Proceedings of the 7th International Conference on Tangible, Embedded and Embodied Interaction, TEI '13, pages 83–90, New York, NY, USA, 2013. ACM.</u>
- [84] Jason Mickelson and Wendy Ju. Math propulsion: engaging math learners through embodied performance & visualization. In <u>Proceedings of the fifth international conference on Tangible</u>, embedded, and embodied interaction, pages 101–108. ACM, 2011.
- [85] Maria Montessori. The Montessori Method. Frederick Stokes Co., New York, NY, 1912.
- [86] Catarina Mota. The rise of personal fabrication. In <u>Proceedings of the 8th ACM conference</u> on Creativity and cognition, pages 279–288. ACM, 2011.

- [87] Stefanie Mueller, Bastian Kruck, and Patrick Baudisch. LaserOrigami. In <u>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems CHI '13</u>, page 2585, New York, New York, USA, April 2013. ACM Press.
- [88] Stefanie Mueller, Pedro Lopes, and Patrick Baudisch. Interactive construction: interactive fabrication of functional mechanical devices. In <u>Proceedings of the 25th annual ACM symposium on User interface software and technology</u>, UIST '12, pages 599–606, New York, NY, USA, 2012. ACM.
- [89] Ricardo Nemirovsky, Cornelia Tierney, and Tracey Wright. Body motion and graphing. Cognition and instruction, 16(2):119–172, 1998.
- [90] Nora Newcombe and Janellen Huttenlocher. <u>Making space: The development of spatial</u> representation and reasoning. The MIT Press, 2003.
- [91] Brian N. O'Connell. The development of the paperbots robotics kit for inexpensive robotics education activities for elementary students. Master's thesis, Tufts University, 2013.
- [92] S. Papert. Mindstorms: Children, Computers, and Powerful Ideas. Basic Books, Inc., 1980.
- [93] Amanda J. Parkes, Hayes Solos Raffle, and Hiroshi Ishii. Topobo in the wild: longitudinal evaluations of educators appropriating a tangible interface. In <u>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems</u>, CHI '08, pages 1129–1138, New York, NY, USA, 2008. ACM.
- [94] Jean Piaget and Barbel Inhelder. The childs conception of space (fj langdon & jl lunzer, trans.). New York, 1967.
- [95] Processing. www.processing.org. 2011.
- [96] The RepRap Project. reprap.org/wiki/main\_page. 2011.
- [97] Jie Qi and Leah Buechley. Electronic popables: exploring paper-based computing through an interactive pop-up book. In Proceedings of the fourth international conference on Tangible, embedded, and embodied interaction, TEI '10, pages 121–128, New York, NY, USA, 2010. ACM.
- [98] Jie Qi and Leah Buechley. Animating paper using shape memory alloys. In <u>Proceedings of the 2012 ACM annual conference on Human Factors in Computing Systems CHI '12</u>, page 749, New York, New York, USA, May 2012. ACM Press.
- [99] Hayes Solos Raffle. Sculpting behavior: a tangible language for hands-on play and learning. PhD thesis, MIT, Cambridge, MA, USA, 2008. AAI0821001.
- [100] Hayes Solos Raffle, Amanda J. Parkes, and Hiroshi Ishii. Topobo: a constructive assembly system with kinetic memory. In <u>Proceedings of the SIGCHI Conference on Human Factors</u> in Computing Systems, CHI '04, pages 647–654, New York, NY, USA, 2004. ACM.
- [101] Betty Repacholi and Alison Gopnik. Early reasoning about desires: Evidence from 14- and 18-month-olds. In Developmental Psychology, pages 12–21, 1997.

- [102] Mitchel Resnick. All i really need to know (about creative thinking) i learned (by studying how children learn) in kindergarten. In Proceedings of the 6th ACM SIGCHI conference on Creativity & cognition, C&C '07, pages 1–6, New York, NY, USA, 2007. ACM.
- [103] Mitchel Resnick, Fred Martin, Robert Berg, Rick Borovoy, Vanessa Colella, Kwin Kramer, and Brian Silverman. Digital manipulatives: new toys to think with. In <u>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems</u>, CHI '98, pages 281–287, New York, NY, USA, 1998. ACM Press/Addison-Wesley Publishing Co.
- [104] Mitchel Resnick and Brian Silverman. Some reflections on designing construction kits for kids. In <u>Proceedings of the 2005 conference on Interaction design and children</u>, IDC '05, pages 117–122, New York, NY, USA, 2005. ACM.
- [105] Rhino. www.rhino3d.com. 2011.
- [106] Eric Rosenbaum and Jay Silver. Makey makey: improvising tangible and nature-based user interfaces. In Proceedings of the Sixth International Conference on Tangible, Embedded and Embodied Interaction, TEI '12, pages 367–370, New York, NY, USA, 2012. ACM.
- [107] Greg Saul, Cheng Xu, and Mark D. Gross. Interactive paper devices. In <u>Proceedings of the fourth international conference on Tangible, embedded, and embodied interaction TEI '10, page 205, New York, New York, USA, January 2010. ACM Press.</u>
- [108] Eric Schweikardt, Nwanua Elumeze, Mike Eisenberg, and Mark D Gross. A tangible construction kit for exploring graph theory. In Proceedings of the 3rd International Conference on Tangible and Embedded Interaction, TEI '09, pages 373–376, New York, NY, USA, 2009. ACM.
- [109] Eric Schweikardt and Mark D. Gross. roblocks: a robotic construction kit for mathematics and science education. In Proceedings of the 8th international conference on Multimodal interfaces, ICMI '06, pages 72–75, New York, NY, USA, 2006. ACM.
- [110] Shapeways. www.shapeways.com. 2011.
- [111] Francis T Siemankowski and Franklin C MacKnight. Spatial cognition, a success prognosticator in college science courses. 1971.
- [112] Arnan Sipitakiat and Nusarin Nusen. Robo-blocks: designing debugging abilities in a tangible programming system for early primary school children. In Proceedings of the 11th International Conference on Interaction Design and Children, IDC '12, pages 98–105, New York, NY, USA, 2012. ACM.
- [113] Google SketchUp. sketchup.google.com/. 2011.
- [114] Solidways. www.solidworks.com. 2011.
- [115] J. P. Spencer, M. Clearfield, D. Corbetta, B. Ulrich, P. Buchanan, and G. Schoner. Moving toward a grand theory of development: In memory of esther thelen. In <u>Child Development</u>, pages 1521–1538, 2006.
- [116] Cristina Sylla, Pedro Branco, Sérgio Gonçalves, Clara Coutinho, and Paulo Brito. t-books. In Proceedings of the 11th International Conference on Interaction Design and Children IDC '12, page 323, New York, New York, USA, June 2012. ACM Press.

- [117] Danli Wang, Cheng Zhang, and Hongan Wang. T-maze: a tangible programming tool for children. In Proceedings of the 10th International Conference on Interaction Design and Children, IDC '11, pages 127–135, New York, NY, USA, 2011. ACM.
- [118] Ryoichi Watanabe, Yuichi Itoh, Masatsugu Asai, Yoshifumi Kitamura, Fumio Kishino, and Hideo Kikuchi. The soul of activecube: implementing a flexible, multimodal, three-dimensional spatial tangible interface. Comput. Entertain., 2(4):15–15, October 2004.
- [119] Michael Philetus Weller, Ellen Yi-Luen Do, and Mark D Gross. Escape machine: teaching computational thinking with a tangible state machine game. In Proceedings of the 7th international conference on Interaction design and children, IDC '08, pages 282–289, New York, NY, USA, 2008. ACM.
- [120] Michael Philetus Weller, Mark D. Gross, and Ellen Yi-Luen Do. Tangible sketching in 3d with posey. In CHI '09 Extended Abstracts on Human Factors in Computing Systems, CHI EA '09, pages 3193–3198, New York, NY, USA, 2009. ACM.
- [121] Karl D.D. Willis, Juncong Lin, Jun Mitani, and Takeo Igarashi. Spatial sketch: bridging between movement & fabrication. In <u>Proceedings of the fourth international conference on Tangible, embedded, and embodied interaction</u>, TEI '10, pages 5–12, New York, NY, USA, 2010. ACM.
- [122] Karl D.D. Willis, Cheng Xu, Kuan-Ju Wu, Golan Levin, and Mark D. Gross. Interactive fabrication: new interfaces for digital fabrication. In <u>Proceedings of the fifth international conference on Tangible, embedded, and embodied interaction, TEI '11, pages 69–72, New York, NY, USA, 2011. ACM.</u>
- [123] Margaret Wilson. Six views of embodied cognition. <u>Psychonomic Bulletin Review</u>, 9(4):625–636, 2002.
- [124] Lesley Xie, Alissa N. Antle, and Nima Motamedi. Are tangibles more fun?: comparing children's enjoyment and engagement using physical, graphical and tangible user interfaces. In Proceedings of the 2nd international conference on Tangible and embedded interaction, TEI '08, pages 191–198, New York, NY, USA, 2008. ACM.
- [125] Kening Zhu, Hideaki Nii, Owen Noel Newton Fernando, and Adrian David Cheok. Selective inductive powering system for paper computing. In Proceedings of the 8th International Conference on Advances in Computer Entertainment Technology ACE '11, page 1, New York, New York, USA, November 2011. ACM Press.
- [126] Amit Zoran and Joseph A. Paradiso. Freed: a freehand digital sculpting tool. In <u>Proceedings</u> of the SIGCHI Conference on Human Factors in Computing Systems, CHI '13, pages 2613–2616, New York, NY, USA, 2013. ACM.
- [127] Oren Zuckerman, Saeed Arida, and Mitchel Resnick. Extending tangible interfaces for education: digital montessori-inspired manipulatives. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, CHI '05, pages 859–868, New York, NY, USA, 2005. ACM.

# Appendix A

#### Weird Exam Answers

**About appendices:** Each appendix follow the same page-numbering rules as a regular chapter; the first page of a (multi-page) appendix is not numbered. By the way, the following are supposedly authentic answers to English GCSE exams!

- (1) The Greeks were a highly sculptured people, and without them we wouldn't have history.

  The Greeks also had myths. A myth is a female moth.
- (2) Actually, Homer was not written by Homer but by another man of that name.
- (3) Socrates was a famous Greek teacher who went around giving people advice. They killed him. Socrates died from an overdose of wedlock. After his death, his career suffered a dramatic decline.
- (4) Julius Caesar extinguished himself on the battlefields of Gaul. The Ides of March murdered him because they thought he was going to be made king. Dying, he gasped out: Tee hee, Brutus.
- (5) Nero was a cruel tyranny who would torture his subjects by playing the fiddle to them.
- (6) In midevil times most people were alliterate. The greatest writer of the futile ages was Chaucer, who wrote many poems and verses and also wrote literature.
- (7) Another story was William Tell, who shot an arrow through an apple while standing on his sons head.

- (8) Writing at the same time as Shakespeare was Miguel Cervantes. He wrote Donkey Hote.

  The next great author was John Milton. Milton wrote Paradise Lost. Then his wife died and he wrote Paradise Regained.
- (9) During the Renaissance America began. Christopher Columbus was a great navigator who discovered America while cursing about the Atlantic. His ships were called the Nina, the Pinta, and the Santa Fe.
- (10) Gravity was invented by Issac Walton. It is chiefly noticeable in the autumn when the apples are falling off the trees.
- (11) Johann Bach wrote a great many musical compositions and had a large number of children. In between he practiced on an old spinster which he kept up in his attic. Bach died from 1750 to the present. Bach was the most famous composer in the world and so was Handel. Handel was half German half Italian and half English. He was very large.
- (12) Soon the Constitution of the United States was adopted to secure domestic hostility. Under the constitution the people enjoyed the right to keep bare arms.
- (13) The sun never set on the British Empire because the British Empire is In the East and the sun sets in the West.
- (14) Louis Pasteur discovered a cure for rabbis. Charles Darwin was a naturalist who wrote the Organ of the Species. Madman Curie discovered radio. And Karl Marx became one of the Marx brothers.

# Appendix B

# Ode to Spot

(Data, Stardate 1403827) (A one-page chapter — page must be numbered!) Throughout the ages, from Keats to Giorchamo, poets have composed "odes" to individuals who have had a profound effect upon their lives. In keeping with that tradition I have written my next poem ...in honor of my cat. I call it... Ode... to Spot. (Shot of Geordi and Worf in audience, looking mystified at each other.)

Felus cattus, is your taxonomic nomenclature an endothermic quadruped, carnivorous by nature? Your visual, olfactory, and auditory senses contribute to your hunting skills, and natural defenses. I find myself intrigued by your sub-vocal oscillations, a singular development of cat communications that obviates your basic hedonistic predilection for a rhythmic stroking of your fur to demonstrate affection. A tail is quite essential for your acrobatic talents; you would not be so agile if you lacked its counterbalance. And when not being utilized to aid in locomotion, It often serves to illustrate the state of your emotion.

(Commander Riker begins to applaud, until a glance from Counselor Troi brings him to a halt.)

Commander Riker, you have anticipated my denouement. However, the sentiment is appreciated.

I will continue.

O Spot, the complex levels of behavior you display connote a fairly well-developed cognitive array. And though you are not sentient, Spot, and do not comprehend I nonetheless consider you a true and valued friend.