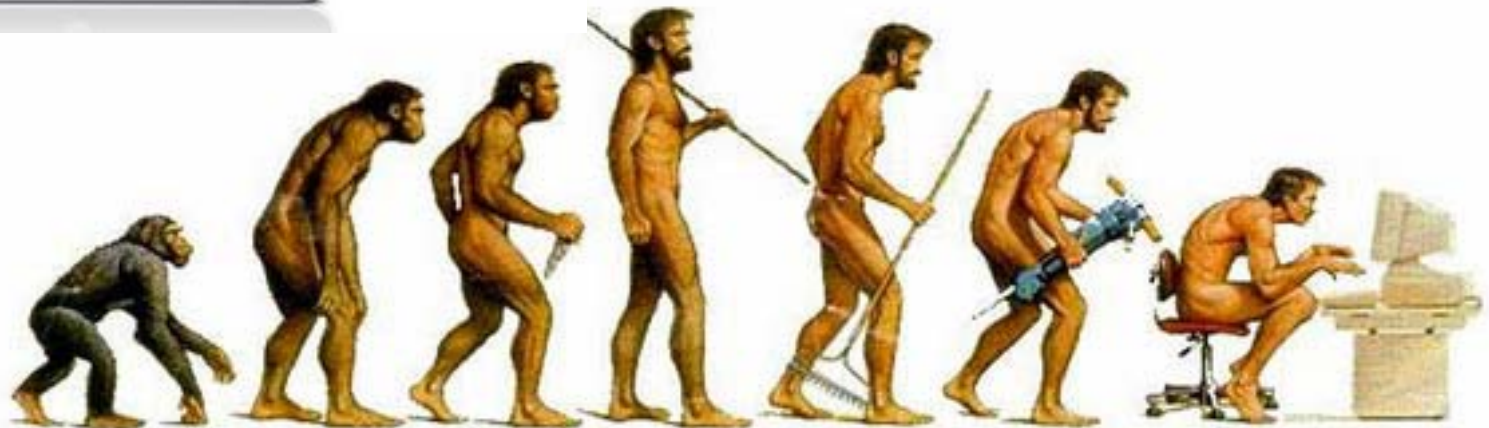




Focus Projects

A Vision of Enduring Progress



Focus Projects

Schneider, Raymond - Bridgewater College - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.bridgewater.edu/~rschneid/

Most Visited Getting Started Latest Headlines The Virginia Public Ac... Blogs Financial Religious Groups People Movies Sources

Norton Norton Safe Search Search Cards & Log-ins

Inbox - Outlook Web Access Light TheoriesOfGovernment: Theori... Political Brambles Spitzenpopper Schne

- More Notetaking
- Schedule S10
- Vitae
- Expectations
- Link Page
- Java Concentration
- Science, Pseudo-Science and Rationalism
- CCSC06
- Assessment
- Memory Lane
- JavaLinks
- Nature of Programming

Joel on Software Job Board
Joel on Customer Service
Semantic Web W3C

Ohio Shroud of Turin Conference is now History
See me if you are interested in what happened!
or Visit the Ohio Conference Link at Shroud University

AUDIO TALKS
Visit Shroud University
New Shroud Documentary

- Design Patterns in Java and C#
- Review of POAD, Pattern Oriented Analysis and Design
- Review of Code Reading
- Testing Extreme Programming
- Extreme Programming Review
- Extreme Programming Explored
- JOURNAL ARTICLES
 - IKSM Article
- CONFERENCE
 - 3rd Dallas Intl. Conference
- QUICK REFERENCE
- JAVA JAVA JAVA
- Wiki
 - Recent Changes

• What is a Focus Project?

Phone: (347) 628-3023

Email: rschneid@bridgewater.edu

Focus Projects **What is a Focus Project?**

- Image Analysis of the Shroud of Turin
- JiAB or GIAB (C.S. Jack Lewis or G. Gilbert K. Chesterton) In A Box
- Winning the ACM Programming Contest
- Classroom of the Future
- Critical Thinking: Exploring Reality in the Light of Evidence (See Kristen Byrnes' Contribution for an example)

- Working on my Summer 10 System: "Over and Under"
- Hydro Articles
 - Growing Edge
- The Association for Computing Machinery (ACM) Contest
- The IEEE Computer Society

MORE

FOCUS PROJECTS

- A Focus Project is a long range project that can be decomposed into sub-projects that can be accomplished in the time frame of a semester course. The sub-projects can be interlinked to accomplish longer range objectives. One can draw the analogy of a wall composed of bricks. Each brick contributes to the growing wall and each sub-project of a Focus Project contributes to a growth in understanding.
- As described in the paper: *"Focus Projects for Student Involvement in Researching the Scientific Properties of the Shroud of Turin"* delivered at the Ohio Shroud Conference August 14-17 2008 <http://www.ohioshroudconference.com/papers/p10.pdf>

Concept

- **Concept** The concept of a **focus project** is that real projects in what students like to call the real world are rarely done by a single individual. Nor are they generally completed in a week or a month or even a semester. Truly significant work is often the work of a lifetime, taking input from many people and moving by fits and starts. The concept of a focus project is to provide such real world projects in a **CONTEXT that allows students to work on them and cumulatively achieve significant results** as a community of scholars.

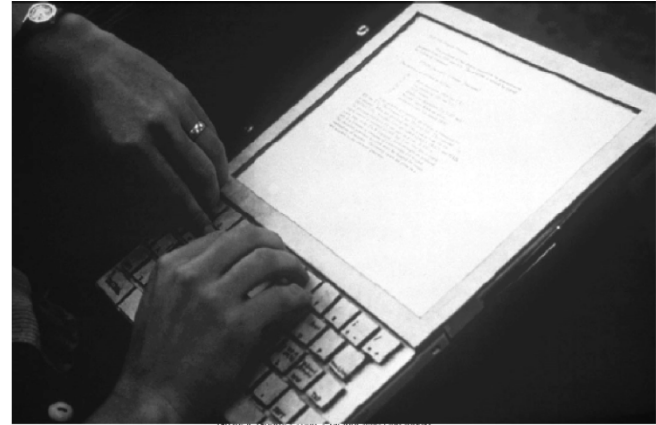
VISION



- **VISION** Focus projects are guided by a vision. Examples of long range projects guided by such visions abound in the history of science and technology. An example is **Dynabook** which was conceived by **Alan Kay** in the late 1960's and has been a force guiding many aspects of the development of personal computers, first at Xerox's PARC (Palo Alto Research Center) and later at Apple and Palm. It is a Vision still not fully realized, but retrospectively one can see how significant the *Dynabook* vision concept has been.

Examples

- **Dynabook** – the Personal Computer Revolution
 - Alan Kay
- **Nanotechnology** – the micromachines of the future
 - Eric Drexler
- **High Frontier** – Space colonization, a Vision
 - Gerald O’Neil

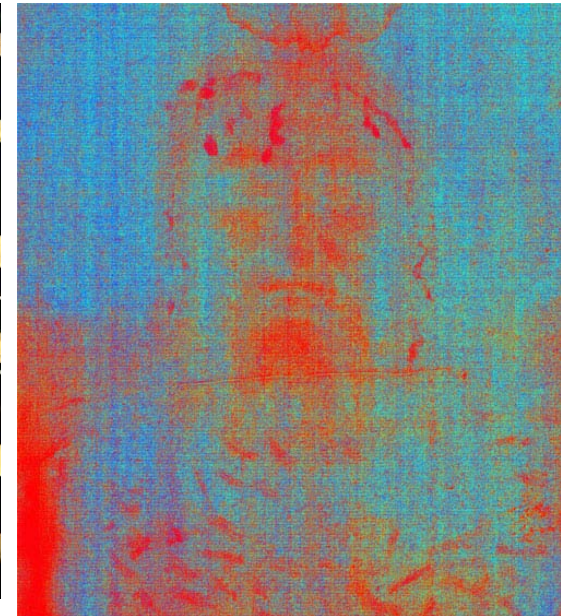
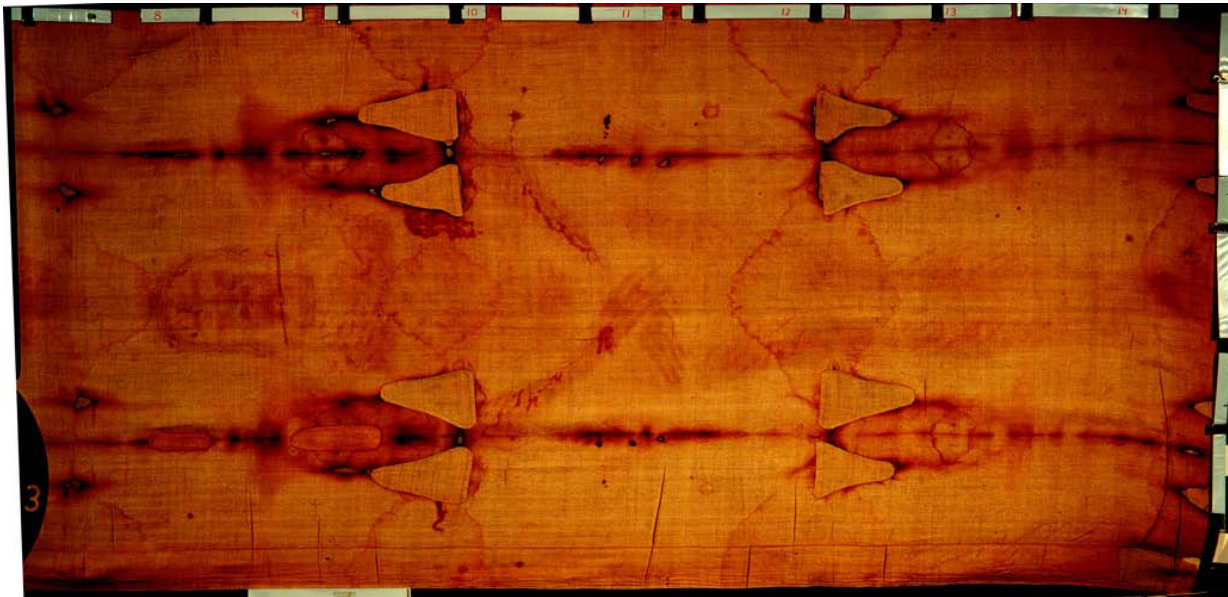


Four Focus Projects I Put On My Web Site

- Image Analysis of the Shroud of Turin
- Jack In A Box / Gilbert In A Box
- Winning the ACM Programming Contest
- Classroom of the Future

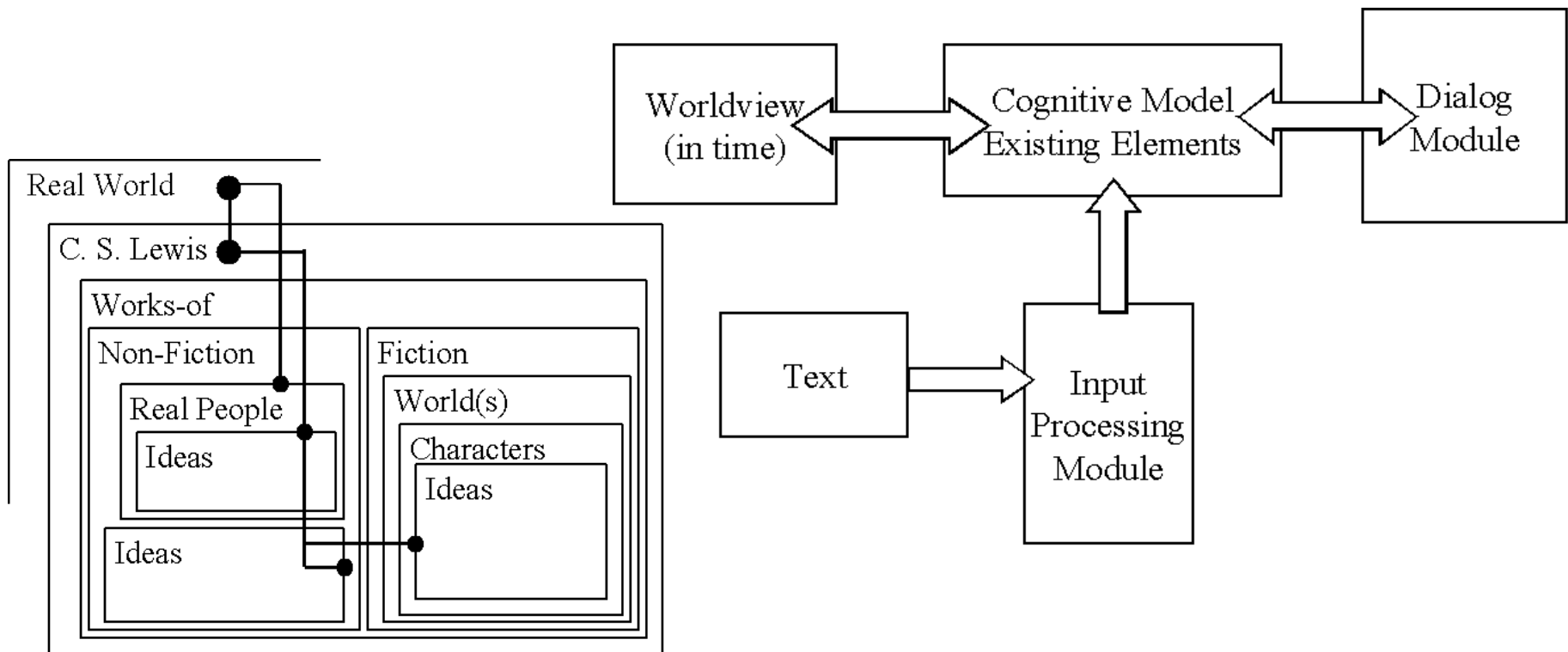
Image Analysis of the Shroud of Turin

- See <http://www.ohioshroudconference.com/papers/p10.pdf>
- The goal of the Shroud of Turin Focus Project is understanding the Shroud of Turin to the greatest extent possible by analyzing photographic images of the shroud.



Jack In the Box/Gilbert In the Box

- Building a knowledge model of an individual from a collection of their writings
 - Instances: C.S. “Jack” Lewis, and Gilbert Keith Chesterton
 - Both have large bodies of written material which can be mined for the project
 - <http://www.bridgewater.edu/~rschneid/FocusProjects/JIAB.htm>



Winning the ACM Programming Contest

- Putting in place over time the training and discipline to enhance our competitiveness in the annual ACM Programming Contest



Classroom of the Future

- <http://www.cet.edu/?cat=cotf>



Classroom of the Future

Vision The Classroom of the Future will be heavily technology enabled. We are already seeing a great deal of technology migrate into the classroom. Typical classrooms contain computer kiosks, projectors, audio-visual equipment, VCRs and DVD video players, graphics tablets and ELMO projectors as well as other emerging technologies.

Currently the electronic classroom is a moving target. Not only is the equipment itself changing constantly, but the necessary training, authoring materials, media and the like are always chasing the technology. What is the ultimate classroom of the future? How close are we to it? What enabling technologies would be required to make it happen? These are some of the important questions that have to be answered before the future finally arrives, obsolete as always, on the scene.

The PDA (Personal Digital Assistant) may be a tool to activate and ensure mobility for example. Envisioning the Classroom of the Future is the central theme of this Focus Project.

Objectives Among the objectives for the Classroom of the Future is a technology enabled classroom that is extremely easy to use. It should allow the instructor the fullest use of the technology without being obtrusive or difficult to use in any way. The instructor should be able to move around the classroom, interact with the technology and with students in a fluid and simple manner that the technology facilitates. The technology should allow the teacher to record what is going on for reuse. The technology should be in the background, enabling and empowering, but not interfering.

Looking for a Path

- I'm not sure how to proceed. I think it is a good idea and there are some excellent precedents for this kind of thing working out in the larger society
- A scaled down version should be able to work in the model society of academia