

Report in Two Columns

Replace by the Title of Your Activity

Name of first Student, Name of second Student

Learnings Report

Abstract—The Abstract should not exceed 200 words and should not be an introductory text on the subject of the report, but a summary of the whole report, describing what the author(s) did, how it was done, the main results and their importance. It should be discursive and not just a list of topics covered in the report.

Index Terms—Soft-skills, Hard-skills, Bla-Bla, Whatever.

1 INTRODUCTION

THIS demo file is intended to serve as a “starter file” for writing the Activity/Learning Reports of Independent Studies, produced under L^AT_EX using IEEEtrans class template.

The objective of what you have done with your activity is thought of as “providing experience, provoking reflection”.

The extra-curricular activity that you have performed provided an experience where you learned about the entity or community partner as well as about the work. But you also learned about yourself and reflection is about deriving meaning and knowledge from the experience. But reflection can be a challenging endeavor, as it is not something that is fostered in classes, where someone (the teacher) tells you (the student) how you are doing! At best, students can typically narrate what they did, but have trouble thinking abstractly about their learning—patterns, connections and progress.

It is therefore the objective of these Reports to enhance your experiential learnings, through a factual “description” of what you have done (basically the Activity Report), and

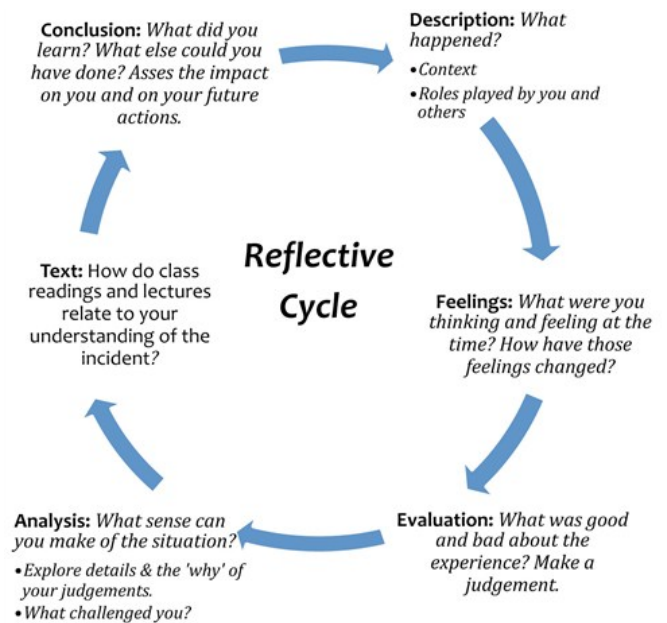


Figure 1. The Reflective Cycle

an “evaluation” and “analysis” of what you have experienced (basically, the Learnings Report), see Figure 1.

This document is organized as follows. Section 2 describes the scoring Rubrics. Section 3 illustrates some features you can use. Section 4 is just a dummy text for illustration purposes, and Section 5 concludes the report.

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1.0-Excel.	LEARNINGS					DOCUMENT						PENALTY		
	Intro × 2	Motiv × 2	Skills × 6	Reflect × 6	Analy × 2	Struct × .25	Orthog × .25	Gram × .25	Form × .25	Abstr × .5	Concl × .5	Titles × .5	Files × .5	IDs × .5
0.8-V.Good														
0.6-Good														
0.4-Fair														
0.2-Weak														

2 SCORING RUBRICS

The table of Scoring Rubrics (at the bottom of the first page of each Report) depends on the Report Type (ACTIVITY or LEARNINGS). Therefore, you must pay attention to have the correct table displayed when you select your Report Type in line 15 of the **PP_Report.tex** document. Failure to do so means that your Report WILL NOT BE ACCEPTED for evaluation.

The scoring Rubrics correspond to the evaluation of different aspects of your Reports, and have the following meanings.

In the Activity Report:

ACTIVITY table

This table contains the rubrics that evaluate the Activity Report as an objective, factual document, describing the purpose of the activity, the tasks performed, the execution environment, the constraints, results etc.

Intro This rubric evaluates how you introduce the Activity described in the document. A competent introduction should describe at least the significance of the topic and the purposes of the work.

Object This rubric evaluates how you describe what were the Objectives of the work, and how you planned/prepared it.

Tasks This rubric evaluates if you provide clear and concise description of the procedures/tasks that were performed.

Exec This rubrics will evaluate how you describe all the phases/steps of the work/activity, and will consider items such as when, where, how, what, with/for whom, duration, etc.

Result This rubric will evaluate how you describe the results of the work performed. You should report your results neutrally.

In the Learnings Report:

LEARNINGS table

This table contains the rubrics that evaluate your learning experience in

terms of non-technical (soft) skills acquired or perfected.

Intro This rubric evaluates how you introduce the subject (your own experience) to be described. A competent introduction should describe at least the significance of what you have done and what you have learned from doing it.

Motiv This rubric evaluates how you describe your motivation for choosing and performing the activity.

Skills This rubric evaluates how you describe all the soft-skills, perfected and/or acquired, during the execution of the activity.

Reflect This rubric corresponds to the way you evaluate your experience, what was good and bad about it, and how well you describe it.

Analy This rubric evaluate your Analysis of the situation, on what sense can you make of it, what challenged you, and the “why” of your judgments (expressed in the Reflection part).

In both Reports:

DOCUMENT table

This table contains the rubrics that evaluate the document form and structure.

Struct Evaluation the structure of the document in terms of contents. Please note that wrongly formatted Appendixes (if existing) and Bibliography, as well as missing biographies (mini CV) and photos of the authors, are penalized.

Ortog Evaluates the quality of the orthography (spelling, appropriateness, etc.).

Gram Evaluates the grammar construction.

Form Evaluates the format conformance of the document in terms of components.

Abstr Evaluates the quality of the Abstract, if it is **really** a summary

of the document. The abstract is what is initially previewed by readership to determine if the remainder of the document is worth reading.

Concl This rubric evaluates how concise and analytic you are on drawing conclusions from what you have learned, what you have done or what else could you have done, assessing the impact on you and on your future actions. The Conclusion is comprised of some final, summative statements that reflect the flow and outcomes of the subject described in the document.

PENALTY table

This table contains the rubrics related with the Titles of the document, file names and identification(s) of author(s).

Titles Evaluates if the Main Title, subtitle, abridged title, etc. are adequate.

Files Evaluates conformation of the file names of the submitted documents with the rules.

IDs Evaluates the correct information related with the identification of author(s), submission dates, etc.

3 FEATURES

This section describes some of the common features used on writing documents with \LaTeX .

3.1 Abbreviations and Acronyms

This template is ready to define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. For the students of Instituto Superior Técnico (IST) it becomes very easy to make references to the School just using the respective acronym. The first time it was used, in previous paragraph, the name of IST was presented in extended form, but now only the acronym was typed.

3.2 Equations

Writing equations or math expressions, for example $\alpha + \beta = \chi$, is also very easy.

Another method to write math expressions or equations is the following construct, normally numbered automatically:

$$\delta + \epsilon = \theta \quad (1)$$

With this construct the reference in text to Equation 1 is straightforward.

3.3 Figures

Placing figures is also very easy, as for example the following Figure 2:



Figure 2. The Soft-Skills Tree

With this construct the reference in text to Figure 2 is straightforward

4 ANOTHER SECTION

Write here Some text. Note that some special characters need an escape sequence. For example, to write a % sign you need to escape the character with a backslash ($\%$). Cras sed sapien quam. Sed dapibus est id enim facilis, at posuere turpis adipiscing. Quisque sit amet dui dui. Duis rhoncus velit nec est condimentum feugiat. Donec aliquam augue nec gravida

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4.1 Now a Subsection

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5 CONCLUSION

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ACKNOWLEDGMENTS

The authors would like to thank...Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras sed sapien quam. Sed dapibus est id enim facilisis, at posuere turpis adipiscing. Quisque sit amet dui dui. Duis rhoncus velit nec est condimentum feugiat. Donec aliquam augue nec gravida lobortis. Nunc arcu mi, pretium quis dolor id, iaculis euismod ligula. Donec tincidunt gravida lacus eget lacinia.

REFERENCES

- [1] R. Braden, D. Clark, and S. Shenker, *Integrated Services in the Internet Architecture: an Overview*, IETF, June 1994.
- [2] L. Lamport, *TEX: A Document Preparation System*. Reading, Mass.: Addison-Wesley, 1986.



Name of Student One Here I am. I am pursuing my Engineering studies at IST. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras sed sapien quam. Sed dapibus est id enim facilisis, at posuere turpis adipiscing. Quisque sit amet dui dui. Lorem ipsum dolor sit amet, consectetur adipiscing elit.



Name of Student Two Here I am. I am pursuing my Engineering studies at IST. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras sed sapien quam. Sed dapibus est id enim facilisis, at posuere turpis adipiscing. Quisque sit amet dui dui. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

APPENDIX

[Statements of Execution] STATEMENT OF EXECUTION IS ONLY MANDATORY FOR SELF-INITIATIVE ACTIVITIES.

Place here your Statements of Execution of the Activity, using a PDF document.

