

Theme: Fronter document

Fronter 82

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News in volume 82:

- There are no changes in this leaflet

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Introduction

This document deals with the Fronter document tool, a tool for collaboration and process writing. The examples are an attempt to illustrate well-known problems, and we hope you will nod in recognition to a lot of what is being introduced here.

Fronter is continually developing and improving. There may therefore be some discrepancy between documentation and application. This guide was written for Fronter 82.

We hope you find this guide useful.

Lillehammer, July 2008
Steinar Hov/Georg Ranhoff

Fronter document

In Fronter we have a very handy tool for different situations where *co-writing* or *process writing* is the way to work: *Fronter document*. When we do project assignments etc. the students can easily write into such a document: they will be able to write *at the same time in the same document* (they write individual texts/paragraphs) regardless of where they are located, as long as they are connected to the Internet and logged on to Fronter. They will then at any time be able to see what others have written in the same document. Those who write together in such a document can lock their own paragraphs so nobody else can change the contents or delete it. Furthermore, they can move their paragraphs (up/down) according to need. It is also possible to add pictures.

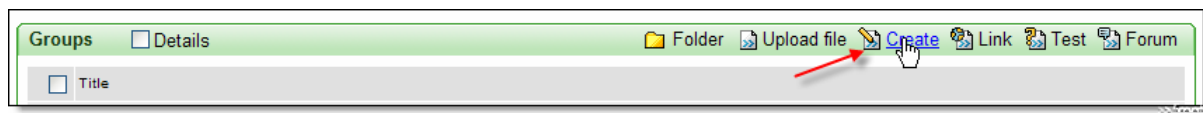
Teachers/ tutors will be able to evaluate each student's performance and give comments on each paragraph if needed.

A student is also able to write a text that others can comment on. This text can then be edited in peace and quiet before the others are allowed to make further comments – *process writing*.

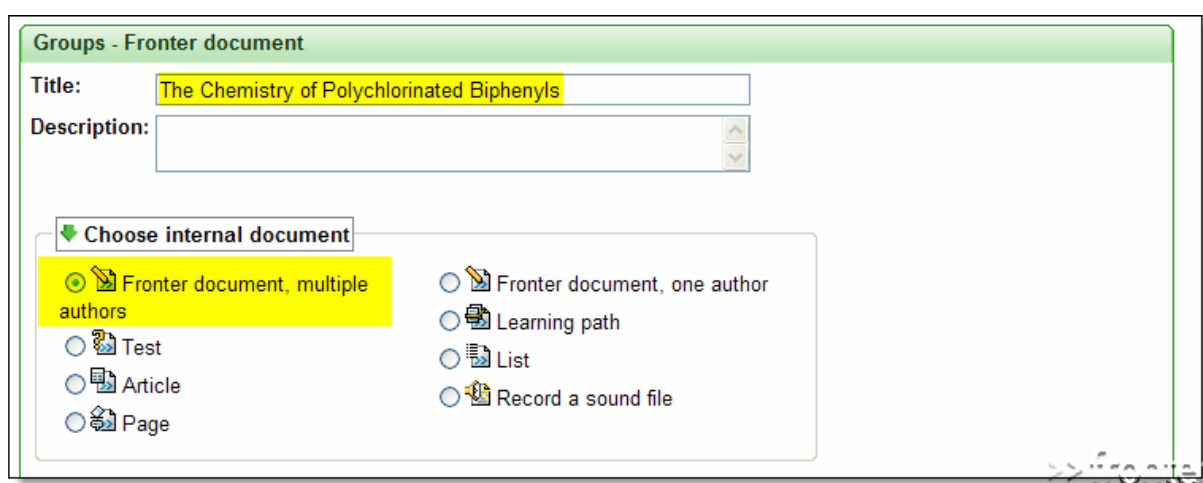
In a Fronter document you can attempt new formatting by using the options in the built-in editor. If you want further formatting options, like table of contents and headers and footers, you can copy the Fronter document into the text editor where the adjustments are done.

Creating a Fronter document

In Archive you select *Create*:

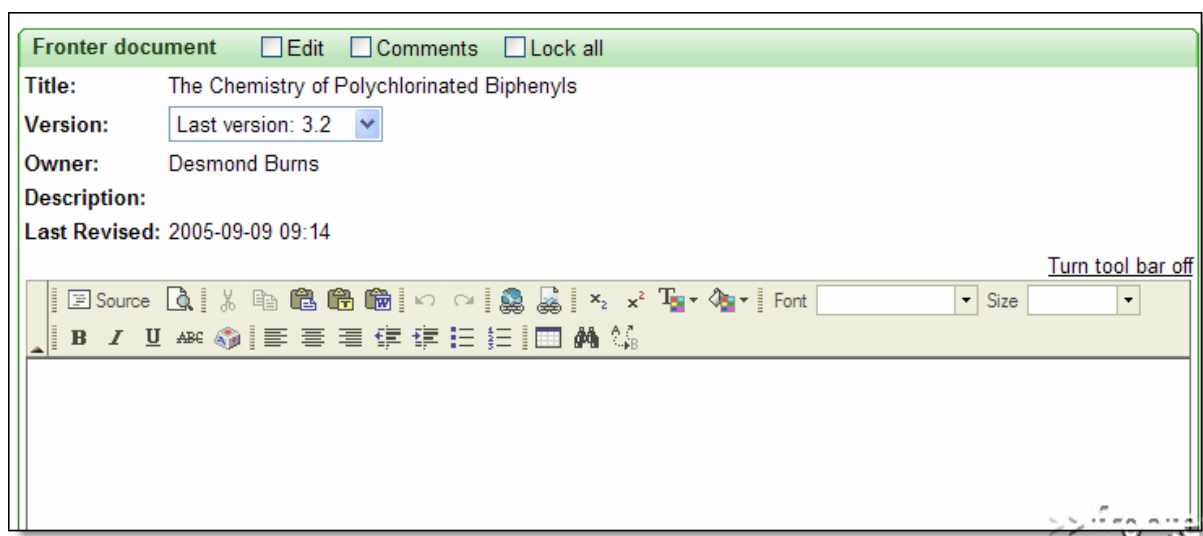


Here we have several options, and the Fronter document can be found in the upper part:

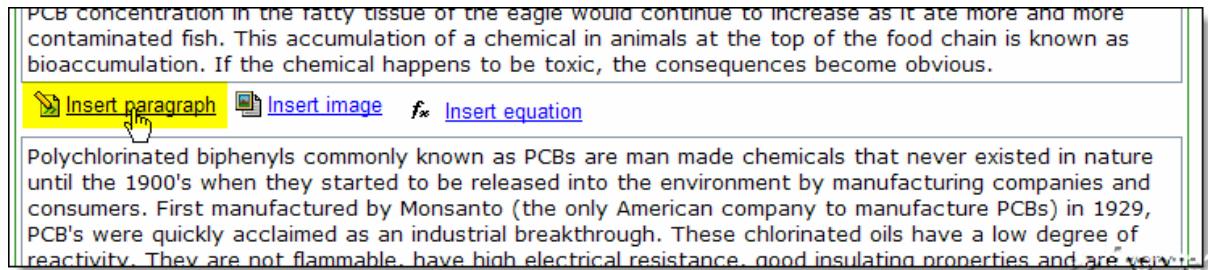


If this is to be a collaboration where several students take part (*multiple authors*), you must place a tick for this option.

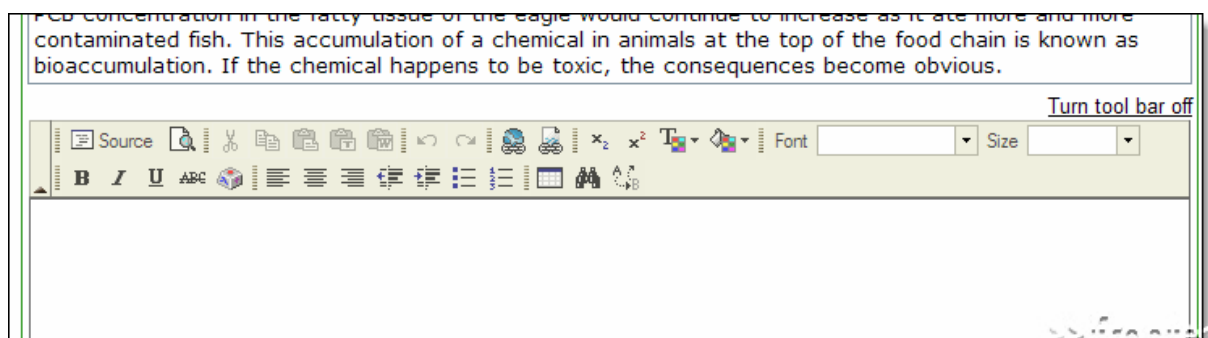
When the document has been created you can start to write directly in a paragraph:



Each student with access to this document (which may be placed in a customised group folder) can now write in it, totally independent of each other, but also at the same time as others, by clicking on the link *Insert paragraph*:



This opens the editor:



The different tool buttons contain options for font types, font sizes, colours, tables etc. When the text is completed finish off by clicking on *Save*.

As the students are writing their contributions, the Fronter document increases in size. Each time they save their own work it takes them back to the actual "main document", so they can view how it is taking shape:

Frontier document Edit Comments Lock all

Title: The Chemistry of Polychlorinated Biphenyls

Version: Last version: 3.3

Owner: Desmond Burns

Description:

Last Revised: 2005-12-22 11:33

[Insert paragraph](#) [Insert image](#) [Insert equation](#)

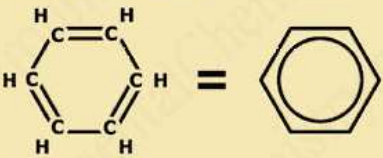
Last edited by: Ben Andersson 2004-09-17 10:51 [Delete](#) [Edit](#)

One of the qualities that make PCBs so desirable is one of the characteristics that make PCBs so hazardous to the environment. The high thermal and chemical resistance of PCBs means that they do not readily break down when exposed to heat or chemical treatment. This is a very desirable trait for lubricants. However, since PCBs do not break down they remain in the environment and continue to build up as more are introduced into the environment. Worms consume organic matter contaminated with PCBs, and small fishes eat the worms. Small fish are then eaten by larger fish, and perhaps the large fish are eaten by an eagle. Worms may only live for a short time, but eagles live for a long time. They continue to eat lots of large fish that ate lots of small fish that ate lots of contaminated worms. Over a lifetime, the PCB concentration in the fatty tissue of the eagle would continue to increase as it ate more and more contaminated fish. This accumulation of a chemical in animals at the top of the food chain is known as bioaccumulation. If the chemical happens to be toxic, the consequences become obvious.

[Insert paragraph](#) [Insert image](#) [Insert equation](#)

Last edited by: Ben Andersson 2004-09-17 10:53

Basic aromatic structure:



Here we can see that the text is continuously flowing, but in between each contribution we will see these symbols:

ballasts

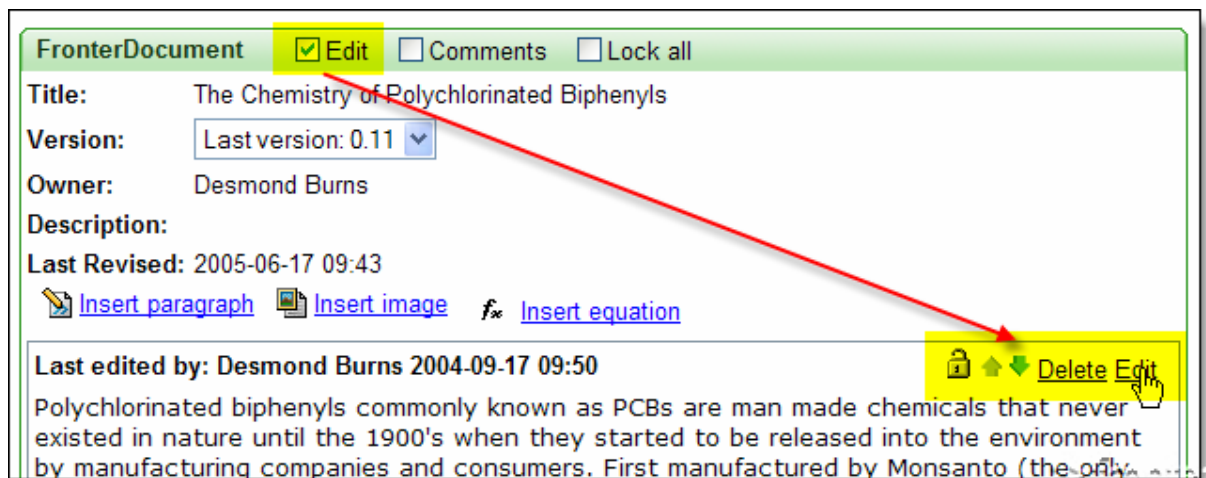
The list seems to be endless. There is little wonder that this readily accepted.

[Insert paragraph](#) [Insert image](#) [Insert equation](#)

One of the qualities that make PCBs so desirable is one of the PCBs so hazardous to the environment. The high thermal an means that they do not readily break down when exposed to

By clicking on *New paragraph*, a new text contribution gets created between the existing ones. *Add equation* takes you to the formula editor for writing mathematical formulas. You are not able to add such formulas directly in the text because the formula editor is not implemented in the text editor, as it is in the tool *Tests*. In the same way pictures have to be added by selecting a separate button. The pictures have to be on your PC, they *cannot* be loaded directly from an archive in Frontier.

By clicking on *Edit* at the very top we get some more options:



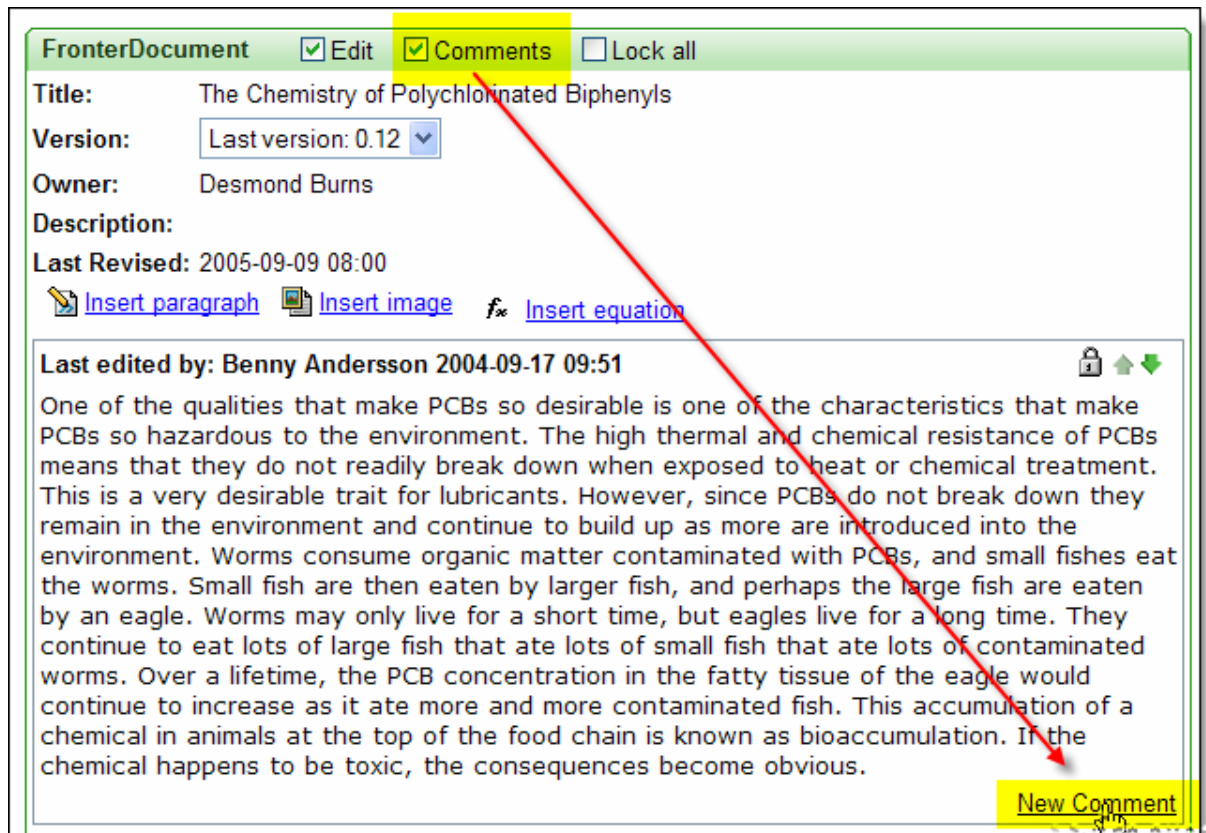
As you will see there will be a display of who has written the different text contributions, and when it was last modified. In addition there are some symbols on the right hand side:

- Padlock
- Up/down arrow
- Delete
- Edit

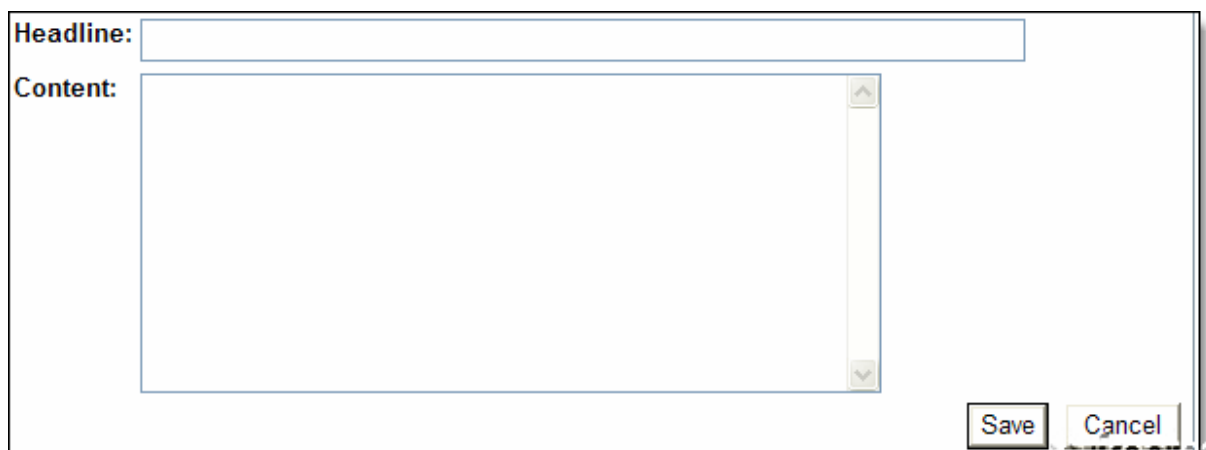
The person who creates a text contribution can lock it by clicking on the padlock. No other student is then able to alter the text. The arrow keys can be used to move entire text areas up or down. *Delete* is self-explanatory and *Edit* takes you back in to the text in order to add more writing, make corrections etc.

Comments

Tutor/ subject teacher and other students are able to make comments in the Fronter document by first placing a tick at the very top:

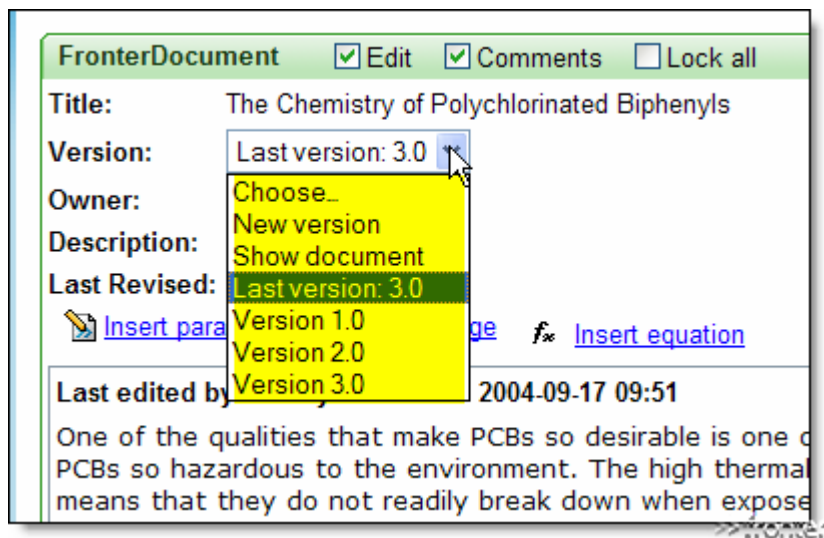


Now a comment button will appear on the bottom right for each paragraph. A click on this will open a little text window where you can type:



Making comments, preparing replies etc., can take place in several stages, as part of a writing process.

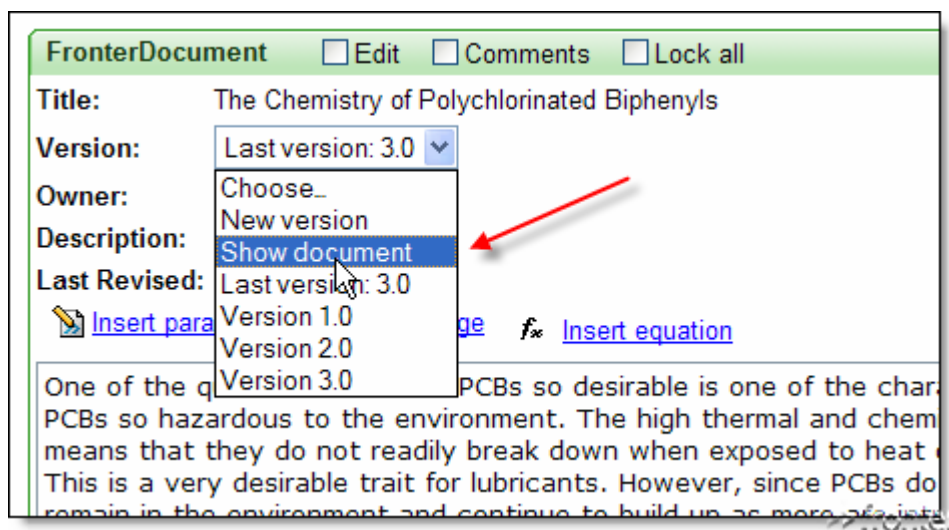
As the writing process proceeds new versions are automatically being created, but the authors can also select *New version*:



Your versions get numbered 1.0,2.0 etc. Earlier versions can no longer be edited, and are meant as documentation of a writing process.

Transferring to word processor (text without pictures)

When the document is finished it can be transferred to a word processor for further refinement. Select *Show document*.



Here you will see that all symbols for *New paragraph*, *Add picture* etc. have been removed:

FrontierDocument Comments Lock all

Title: The Chemistry of Polychlorinated Biphenyls

Version: Show document ▼

Owner: Desmond Burns

Description:

Last Revised: 2005-09-09 08:00

One of the qualities that make PCBs so desirable is one of the characteristics that make PCBs so hazardous to the environment. The high thermal and chemical resistance of PCBs means that they do not readily break down when exposed to heat or chemical treatment. This is a very desirable trait for lubricants. However, since PCBs do not break down they remain in the environment and continue to build up as more are introduced into the environment. Worms consume organic matter contaminated with PCBs, and small fishes eat the worms. Small fish are then eaten by larger fish, and perhaps the large fish are eaten by an eagle. Worms may only live for a short time, but eagles live for a long time. They continue to eat lots of large fish that ate lots of small fish that ate lots of contaminated worms. Over a lifetime, the PCB concentration in the fatty tissue of the eagle would continue to increase as it ate more and more contaminated fish. This accumulation of a chemical in animals at the top of the food chain is known as bioaccumulation. If the chemical happens to be toxic, the consequences become obvious.

Polychlorinated biphenyls commonly known as PCBs are man made chemicals that never existed in nature until the 1900's when they started to be released into the environment

Regardless of how extensive your document is you can decide yourself which of these two methods you want to use to copy the text to a word processor:

1. Copying text paragraphs one by one

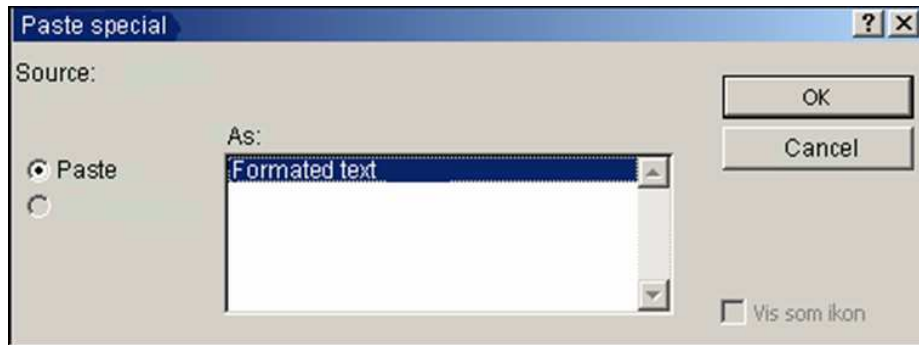
By selecting *Display document* as explained above you will see that the text paragraphs appear in a separate frame (table). Highlight such a text paragraph in the usual way (click and drag), select *Copy* (Ctrl+C) and paste (Ctrl+V) in the word processor. You must repeat this for each paragraph.

2. Copying the entire text in one go

You select all by using the speed key Ctrl+A, copy with Ctrl+C and paste it into the word processor via *Edit* and *Paste special*:

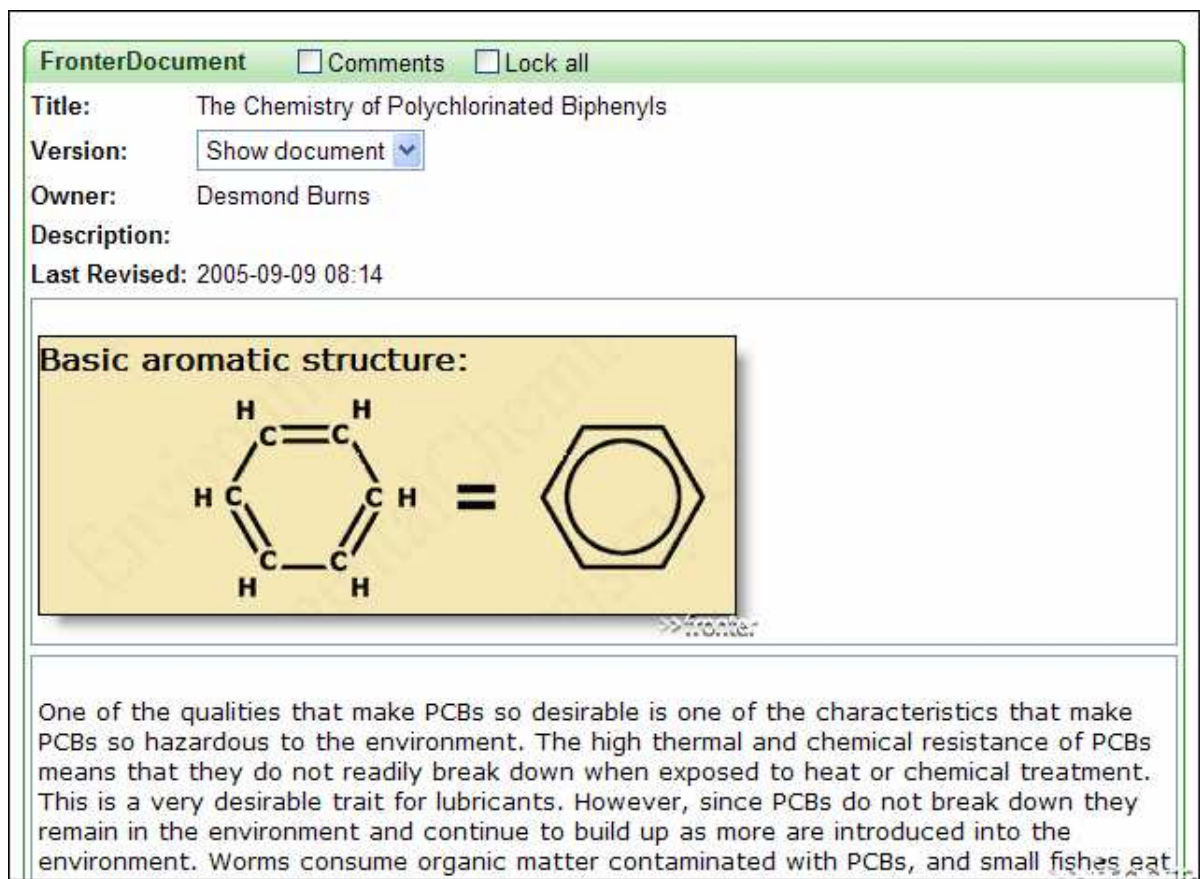


Then you choose to paste the text with or without formatting:



Transferring to word processor(text with pictures)

If the Fronter document is to contain pictures, the copying referred to above will not function correctly; the pictures will not be copied.



The screenshot shows a window titled "FronterDocument" with a green header bar. Below the header, there are checkboxes for "Comments" and "Lock all". The document metadata includes: Title: "The Chemistry of Polychlorinated Biphenyls", Version: "Show document" (with a dropdown arrow), Owner: "Desmond Burns", Description: (empty), and Last Revised: "2005-09-09 08:14". The main content area contains a yellow box with the text "Basic aromatic structure:" followed by a chemical diagram. The diagram shows the Kekulé structure of benzene (a hexagon with alternating double bonds and H atoms) and the delocalized pi system structure (a hexagon with a circle inside), separated by an equals sign. Below the diagram is a text block starting with "One of the qualities that make PCBs so desirable is one of the characteristics that make PCBs so hazardous to the environment. The high thermal and chemical resistance of PCBs means that they do not readily break down when exposed to heat or chemical treatment. This is a very desirable trait for lubricants. However, since PCBs do not break down they remain in the environment and continue to build up as more are introduced into the environment. Worms consume organic matter contaminated with PCBs, and small fishes eat..."

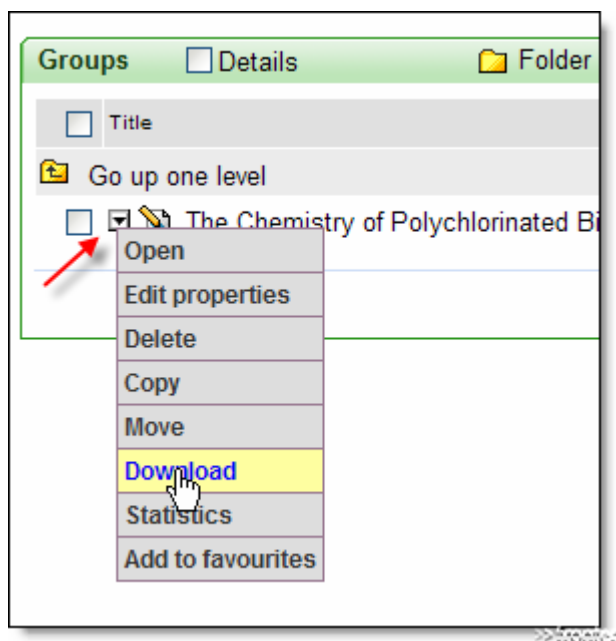
For this option as well we will look at two methods – choose the one that is most suitable:

1. The pictures are first added in the wordprocessor

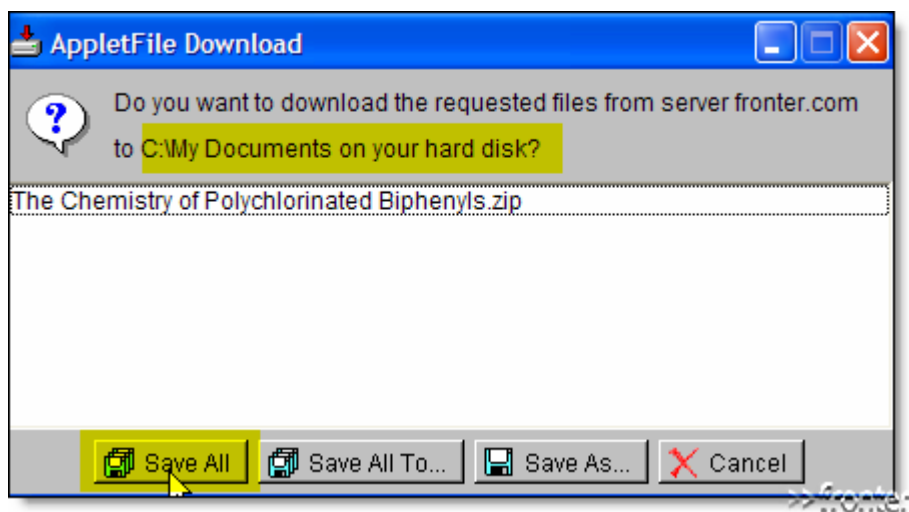
It will be appropriate to focus on the actual *text* in the Fronter document and only highlight with keywords where the pictures are to be added. The text can then easily be copied in order for us to transfer it to the wordprocessor. There the pictures can be added by using the actual function for it; the pictures have to be accessible on the PC whether they are added to the Fronter document or via the wordprocessor.

2. The pictures are added in the Fronter document

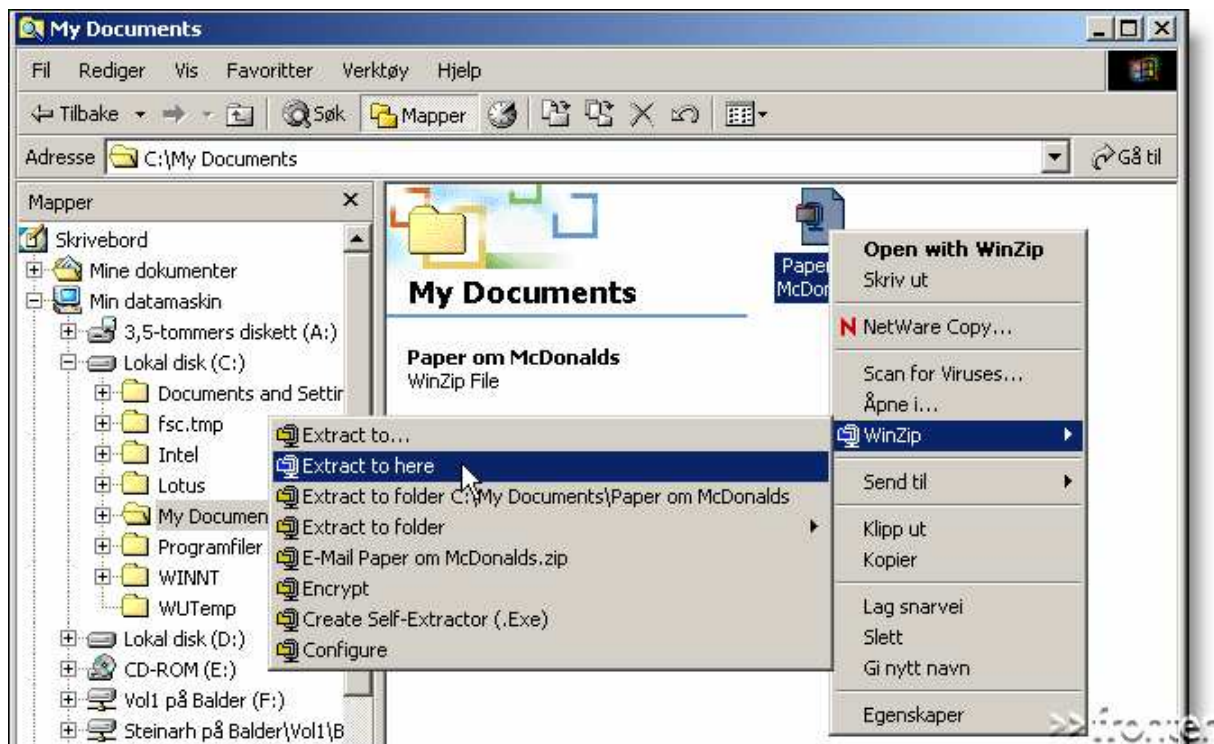
Instead of copying, we have to download the document and then collect it in the wordprocessor. Use the quickmenu in front of the document title and select *Download*:



The first time you do this on your PC you must confirm the installation of a little Java. Then comes a suggestion of where to download it:



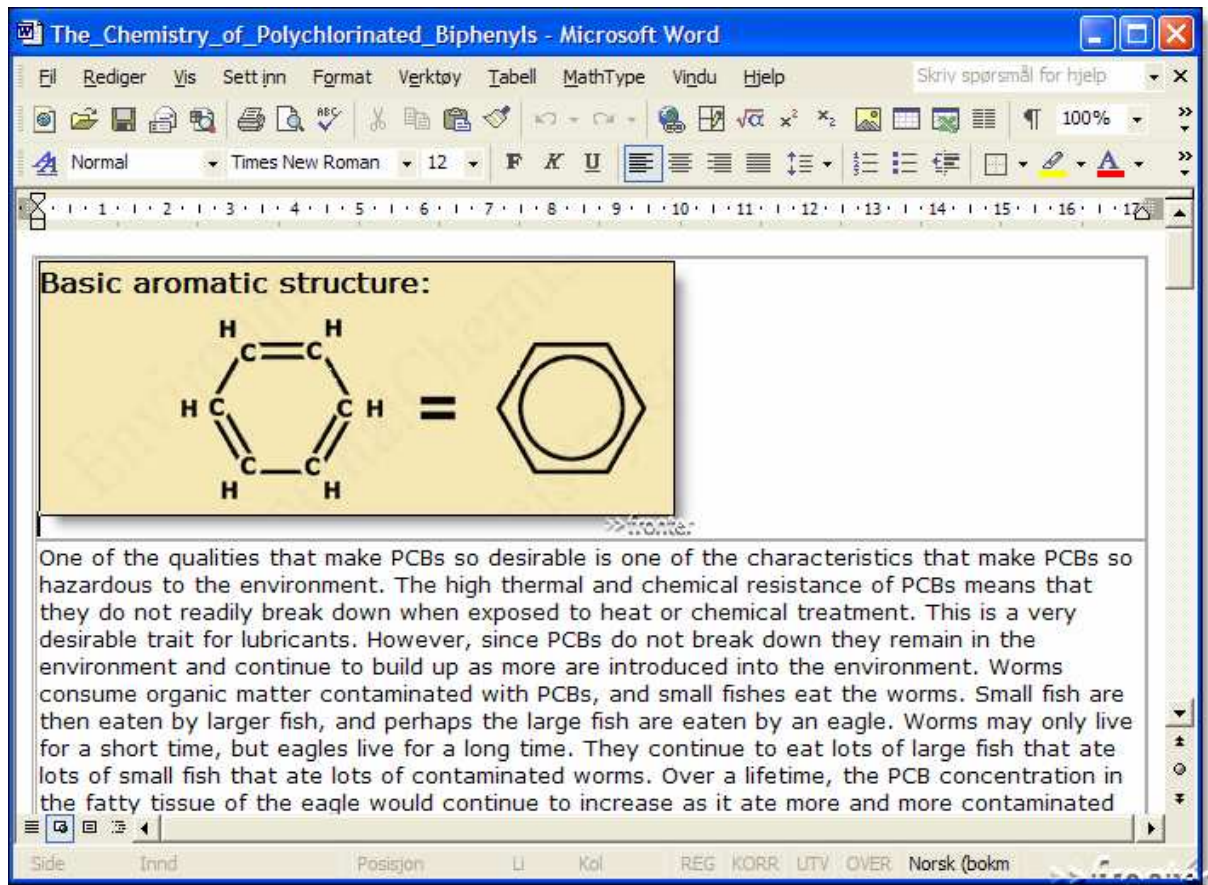
Note particularly that this is a zipped file. It means that after downloading it, you have to unzip it. Some operational systems have this function built in, whilst others have to install a free program like WinZip in order for this to work:



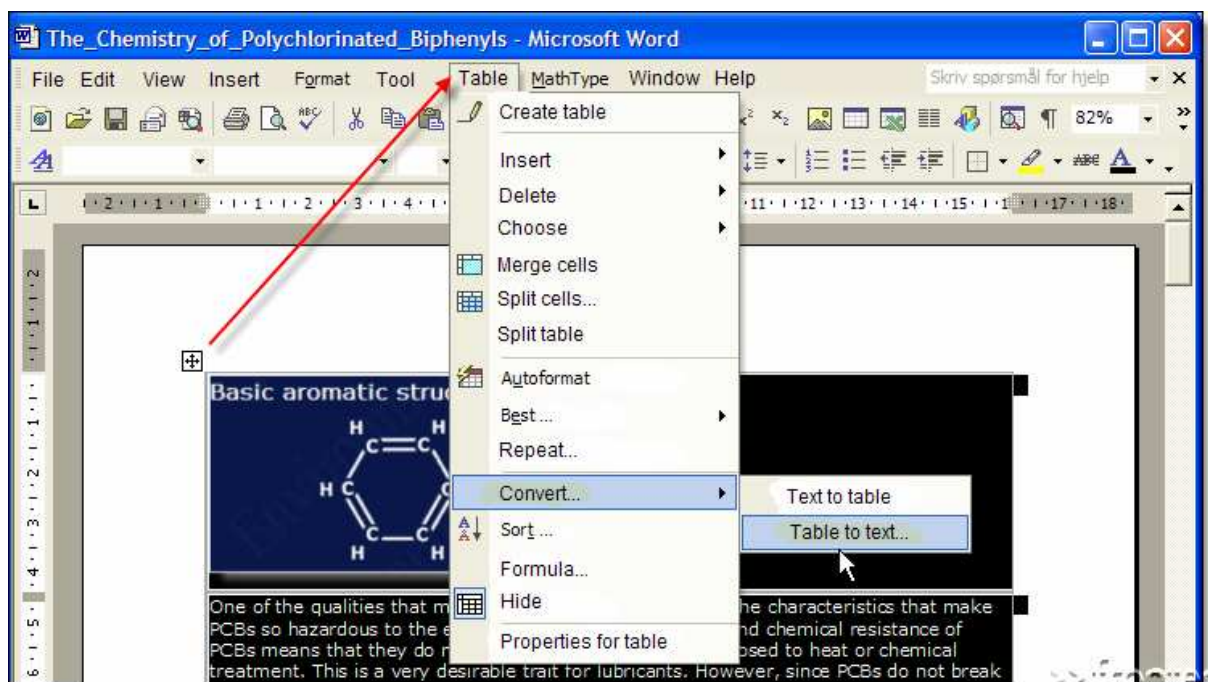
In this case you will see that the document is in the folder My Documents on the C-drive. By right-clicking on it and then selecting WinZip, the options for unzipping come up. The result looks like this:



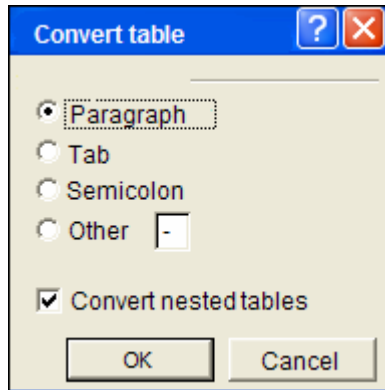
An html-document is created; and a file (containing the pictures). This html-document can then be opened in Word (start the wordprocessor first and then select Open):



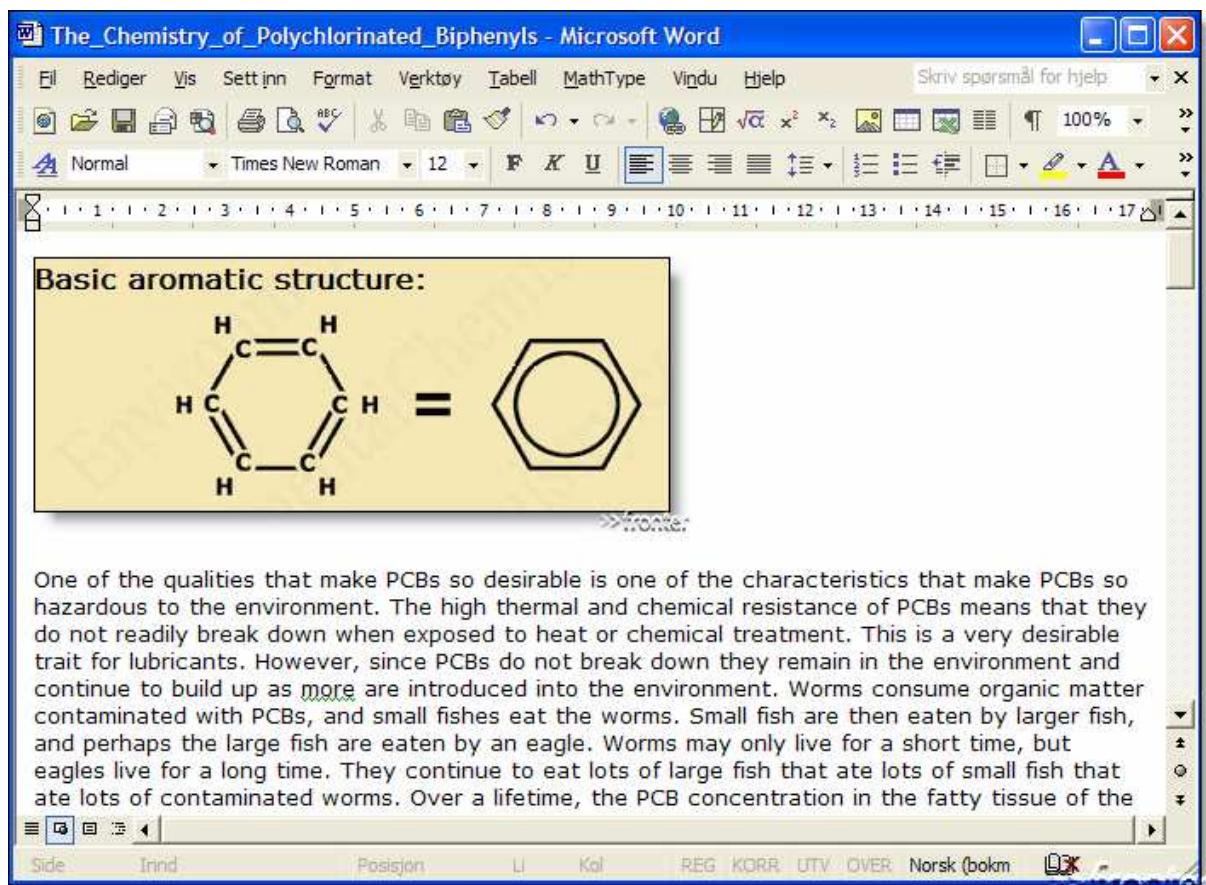
Select the table with the little label in the top left hand corner, and then select *Table* from the menu line. Then you choose *Convert/Table to text...*:



Accept paragraph markers:



This is how it will look like:



Process writing

In this example we will look at how the students can use Fronter for *process writing*. The idea is that a student writes a text, and subsequently invites others to comment on it. The text may then be edited following these comments. Next the revised text can be commented on, and so it goes on until the author is satisfied.

The starting point is a *Fronter document*, with the only difference from the collective document being that there is only one author. We look at a case where Benny is writing about organic chemistry, whilst other students are commenting on the text. He opens a *Fronter document* and makes sure there is only *one* author:

Groups - Fronter document

Title: The Chemistry of Polychlorinated Biphenyls - Author: Benny And

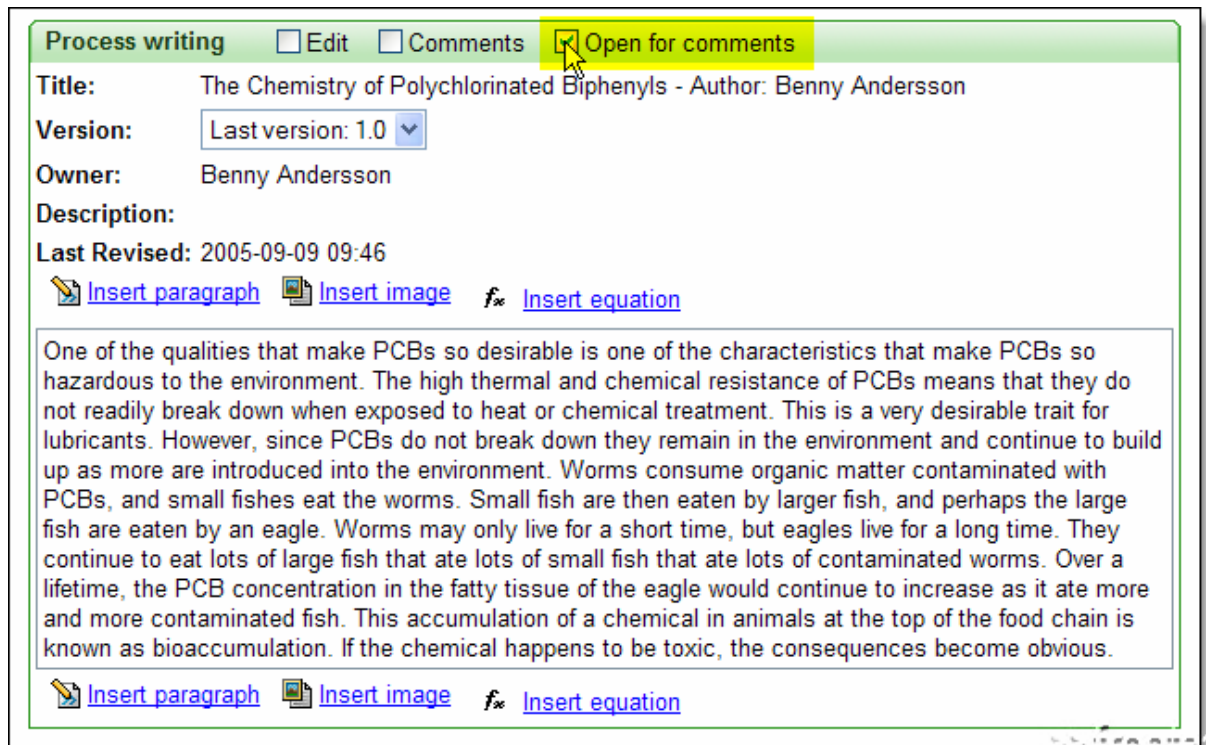
Description:

Choose internal document

- Fronter document, multiple authors
- Fronter document, one author
- Learning path
- List
- Record a sound file
- Test
- Article
- Page

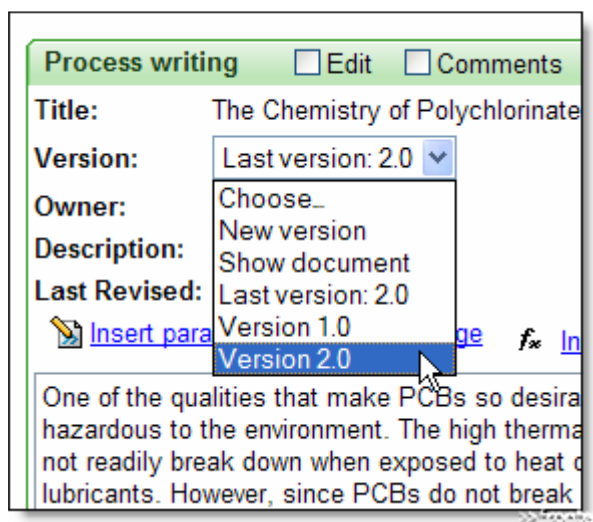
frontier

Benny then writes his text and ticks for *Open for comments*:

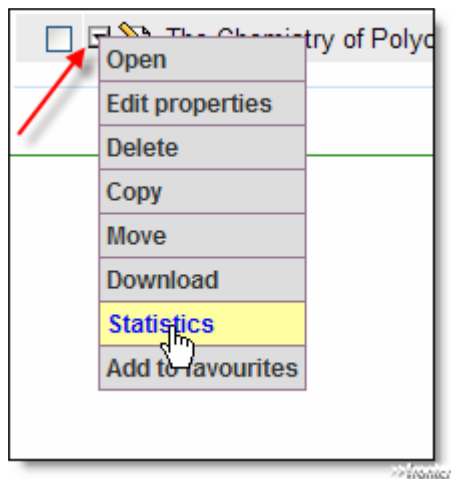


The others in her group can then write comments (the document will be displayed in the actual folder). Then he selects *New version* and continues to write on the basis of the comments. Next time around he will open for further comments and so this continues as a writing process.

After a few rounds with comments and writing he will have a number of versions of the text. By selecting these one by one, the writing process can be traced, together with the comments:



As well as browsing through the different versions, she can look at *Statistics* for the document:



There the versions will be displayed together with the comments:

Groups - Statistics

Read by:

Search...

First Name Surname	Username	Date
Benny Andersson	muc002	2005-09-09 09:45
Desmond Burns	muc001	2005-09-09 10:44
Annette Berry	muc028	2005-09-09 10:46

Number of elements

Comments:

Name	Last version	Version 2
Annette Berry		Much better! Are you serious?
Desmond Burns		Just started, or?

Then, when he has finished the writing process, he highlights the whole document and copies it in Word in exactly the same way as the *shared document*.

Version control

Version	Date	Description	Responsible
51.1	08.04.05	Theme: Fronter document	Steinar Hov
52.1	09.09.05	same	Steinar Hov
61.1	22.12.05	same	Steinar Hov
62.1	08.09.06	No changes	Steinar Hov

71.1	30.01.07	No changes	Steinar Hov
72.1	19.10.07	No changes	Steinar Hov
81.1	24.01.08	No changes	Steinar Hov
82.1	08.07.08	No changes	Steinar Hov

QA Revision

Date	Verified by	Comments
09.04.05	Ingun Vaglid	checked and corrected
13.04.05	Ingun Vaglid	checked and corrected
10.09.05	Ingun Vaglid	checked and corrected
07.12.05	Ingun Vaglid	Added new design for Fronter61
08.09.06	Ingun Vaglid	Accepted
30.01.07	Ingun Vaglid	Accepted
19.10.07	Eli Toftøy-Andersen	Accepted
24.01.08	Georg Ranhoff	Accepted
08.07.08	Georg Ranhoff	Accepted