FIGURE 2A

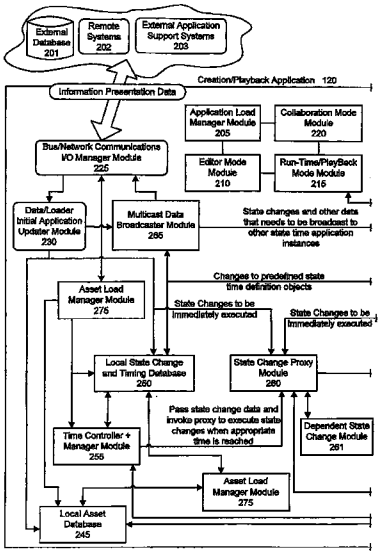
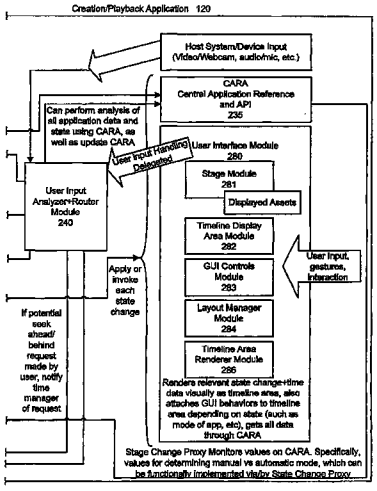


FIGURE 2B



A method and system for creating at least one presentation, comprising: at least one computer: at least one application operable on the at least one computer, the at least one application configured for: receiving a plurality of assets; and allowing at least one user to define the at least one presentation over the time that the at least one presentation is to be displayed, using at least two assets to be simultaneously presented for at least one selected point in time.

FIGURE 1

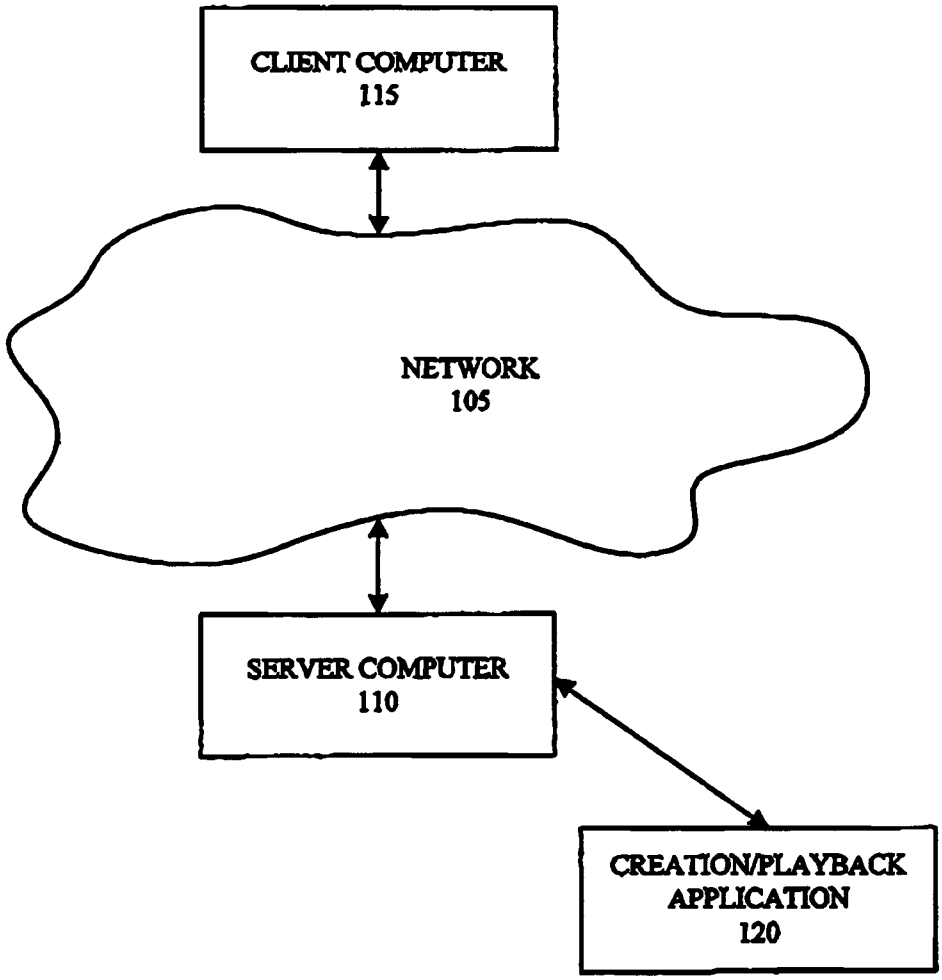

CLIENT COMPUTER
115
NETWORK
105
SERVER COMPUTER
110
CREATION/PLAYBACK
APPLICATION
120

FIGURE 2A

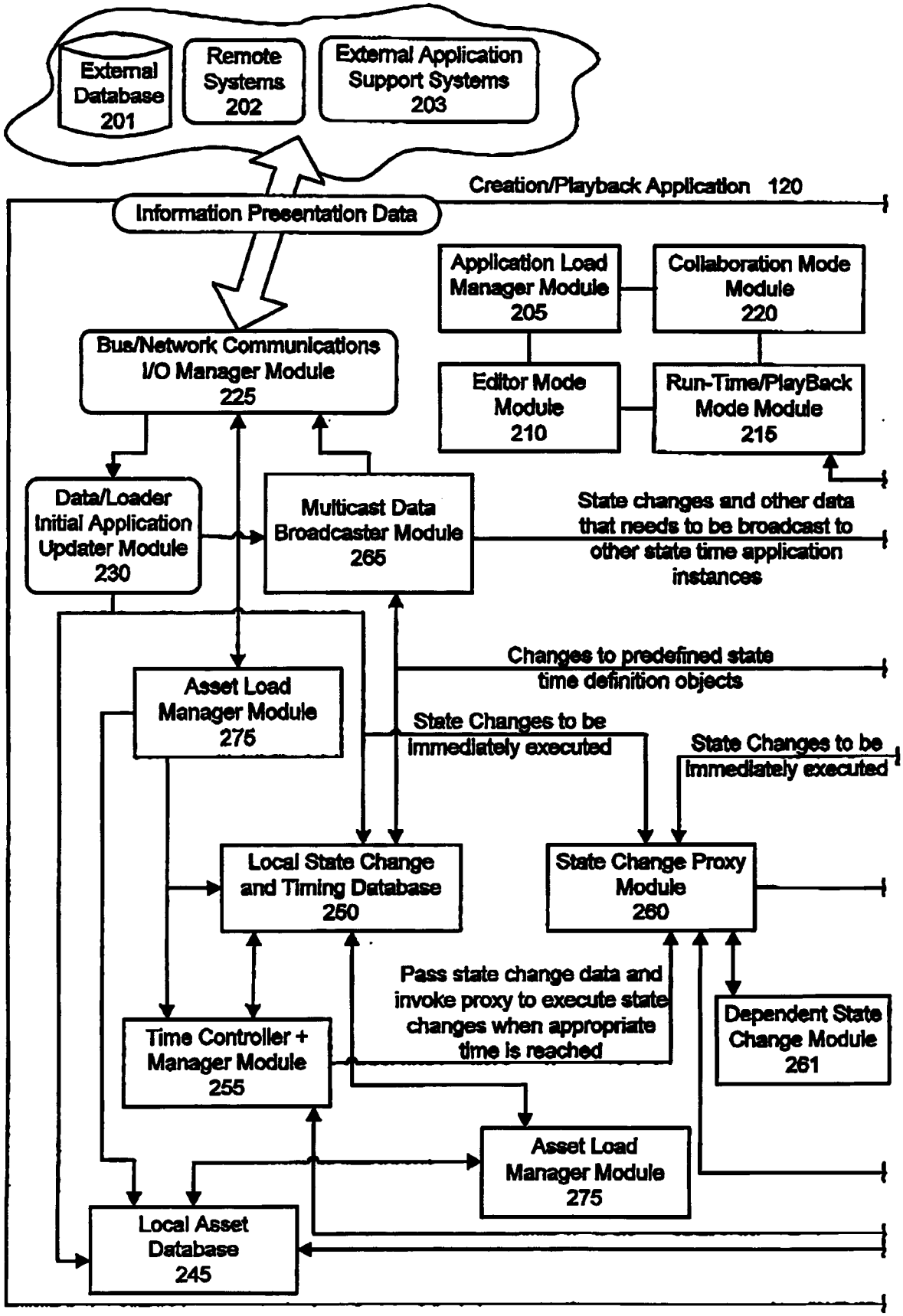

External Database 201
Remote Systems 202
External Application Support Systems 203
Creation/Playback Application 120
Information Presentation Data
Application Load Manager Module 205
Collaboration Mode Module 220
Bus/Network Communications I/O Manager Module 225
Editor Mode Module 210
Run-Time/PlayBack Mode Module 215
Data/Loader Initial Application Updater Module 230
Multicast Data Broadcaster Module 265
State changes and other data that needs to be broadcast to other state time application instances
Changes to predefined state time definition objects
Asset Load Manager Module 275
State Changes to be immediately executed
State Changes to be immediately executed
Local State Change and Timing Database 250
State Change Proxy Module 260
Pass state change data and invoke proxy to execute state changes when appropriate time is reached
Dependent State Change Module 261
Time Controller + Manager Module 255
Asset Load Manager Module 275
Local Asset Database 245

FIGURE 2B

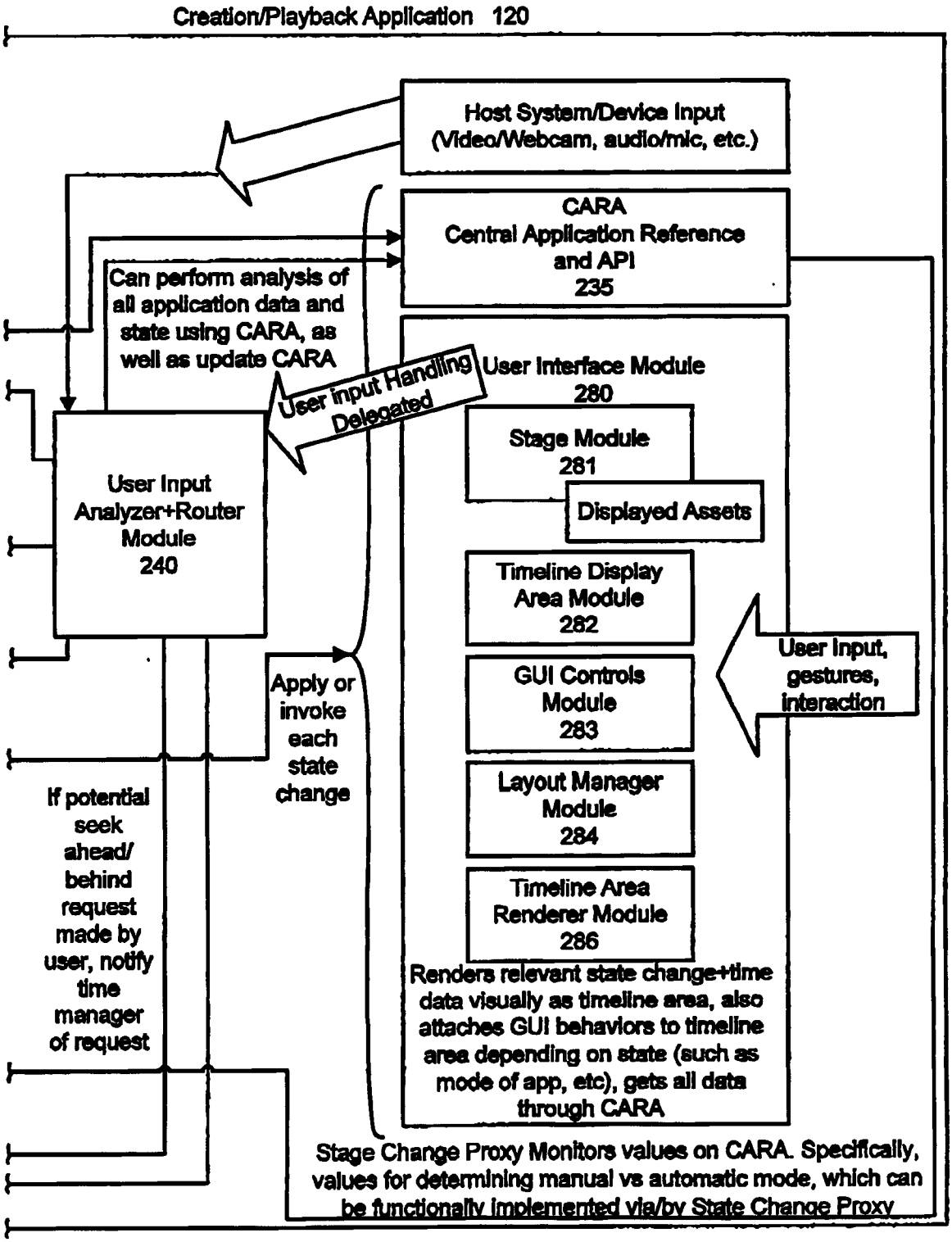

Creation/Playback Application 120
Host System/Device Input (Video/Webcam, audio/mic, etc.)
CARA Central Application Reference and API 235
Can perform analysis of all application data and state using CARA, as well as update CARA
User input Handling Delegated
User Interface Module 280
Stage Module 281
Displayed Assets
User Input Analyzer+Router Module 240
Timeline Display Area Module 282
GUI Controls Module 283
Layout Manager Module 284
Timeline Area Renderer Module 286
User input, gestures, interaction
Apply or invoke each state change
If potential seek ahead/ behind request made by user, notify time manager of request
Renders relevant state change+time data visually as timeline area, also attaches GUI behaviors to timeline area depending on state (such as mode of app, etc), gets all data through CARA
Stage Change Proxy Monitors values on CARA. Specifically, values for determining manual vs automatic mode, which can be functionally implemented via/by State Change Proxy

FIGURE 3

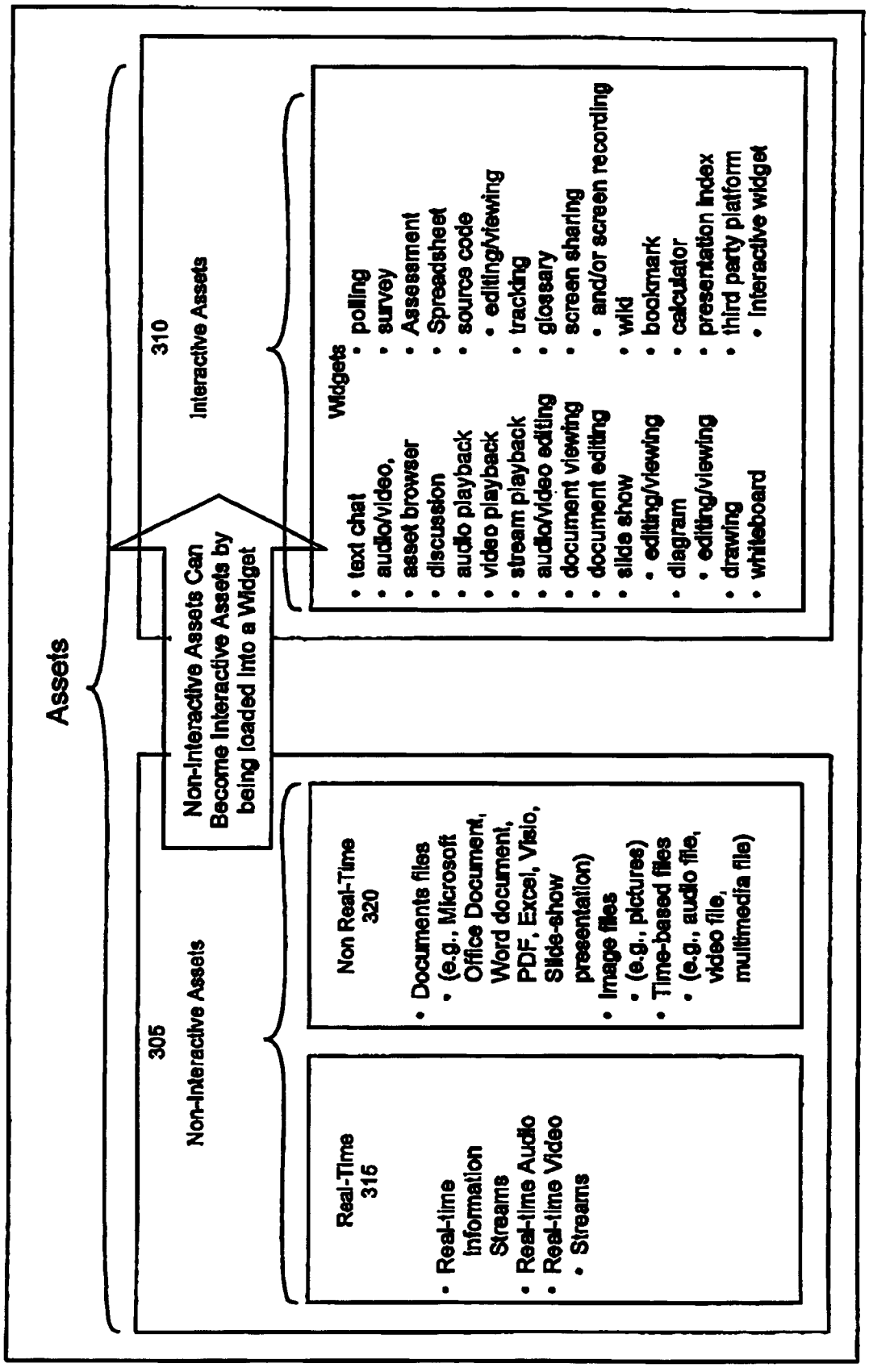
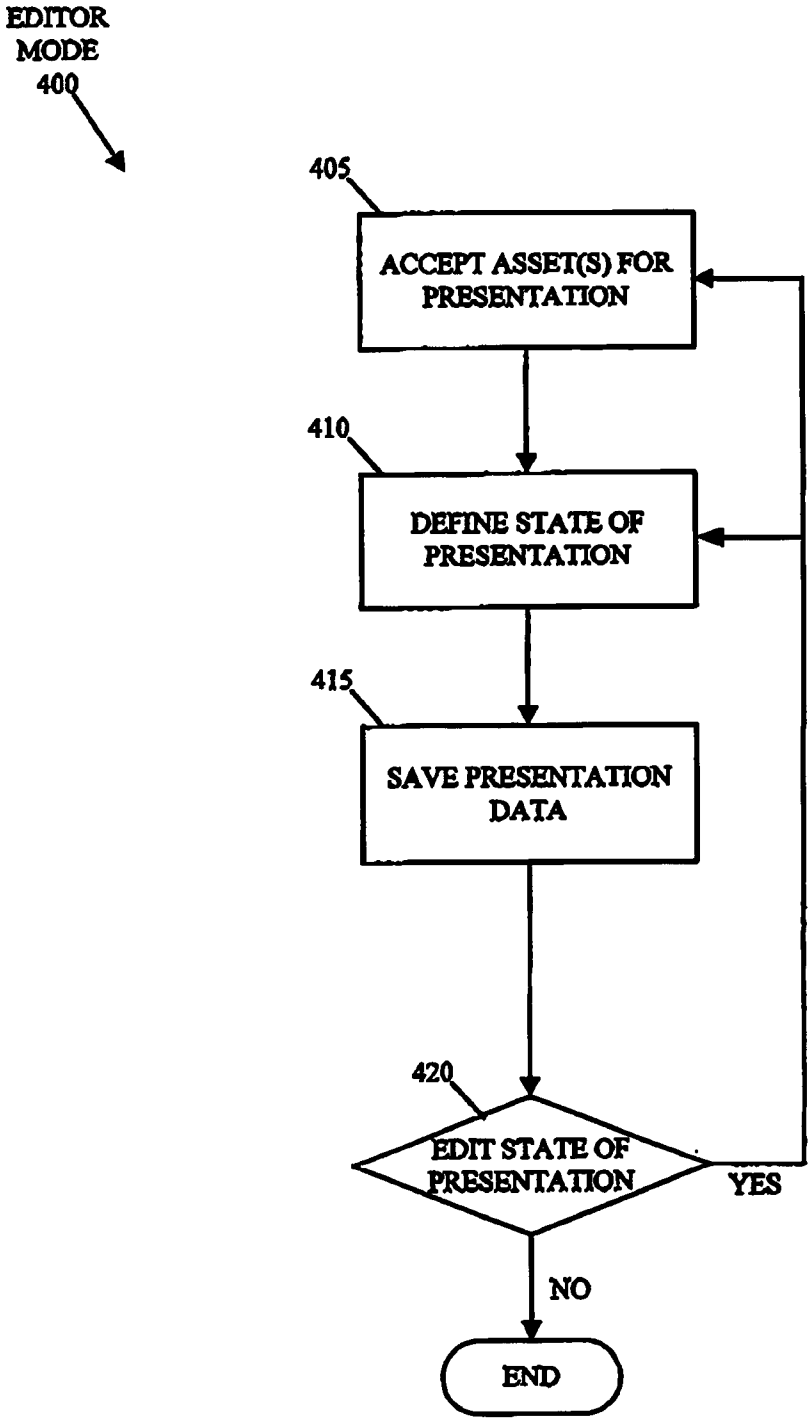

Assets
305
Non-Interactive Assets
Real-Time
316
• Real-time Information Streams
• Real-time Audio
• Real-time Video
• Streams
Non Real-Time
320
• Documents files
• (e.g., Microsoft Office Document, Word document, PDF, Excel, Visio, Slide-show presentation)
• Image files
• (e.g., pictures)
• Time-based files
• (e.g., audio file, video file, multimedia file)
Non-Interactive Assets Can Become Interactive Assets by being loaded into a Widget
310
Interactive Assets
Widgets
• text chat
• audio/video,
• asset browser
• discussion
• audio playback
• video playback
• stream playback
• audio/video editing
• document viewing
• document editing
• slide show
• editing/viewing
• diagram
• editing/viewing
• drawing
• whiteboard
• polling
• survey
• Assessment
• Spreadsheet
• source code
• editing/viewing
• tracking
• glossary
• screen sharing
• and/or screen recording
• wiki
• bookmark
• calculator
• presentation Index
• third party platform
• interactive widget

FIGURE 4


EDITOR MODE
400
405
ACCEPT ASSET(S) FOR PRESENTATION
410
DEFINE STATE OF PRESENTATION
415
SAVE PRESENTATION DATA
420
EDIT STATE OF PRESENTATION
YES
NO
END

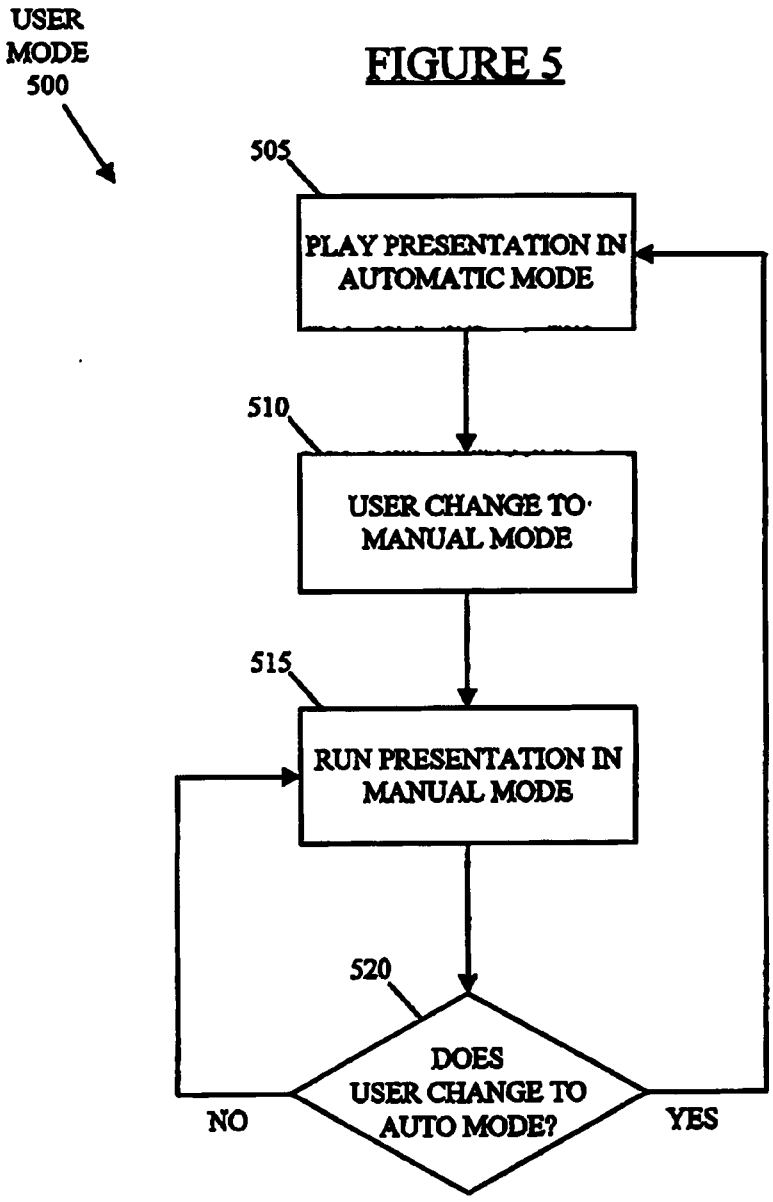

USER MODE 500
505
PLAY PRESENTATION IN AUTOMATIC MODE
510
USER CHANGE TO MANUAL MODE
515
RUN PRESENTATION IN MANUAL MODE
520
DOES USER CHANGE TO AUTO MODE?
NO
YES

FIGURE 5

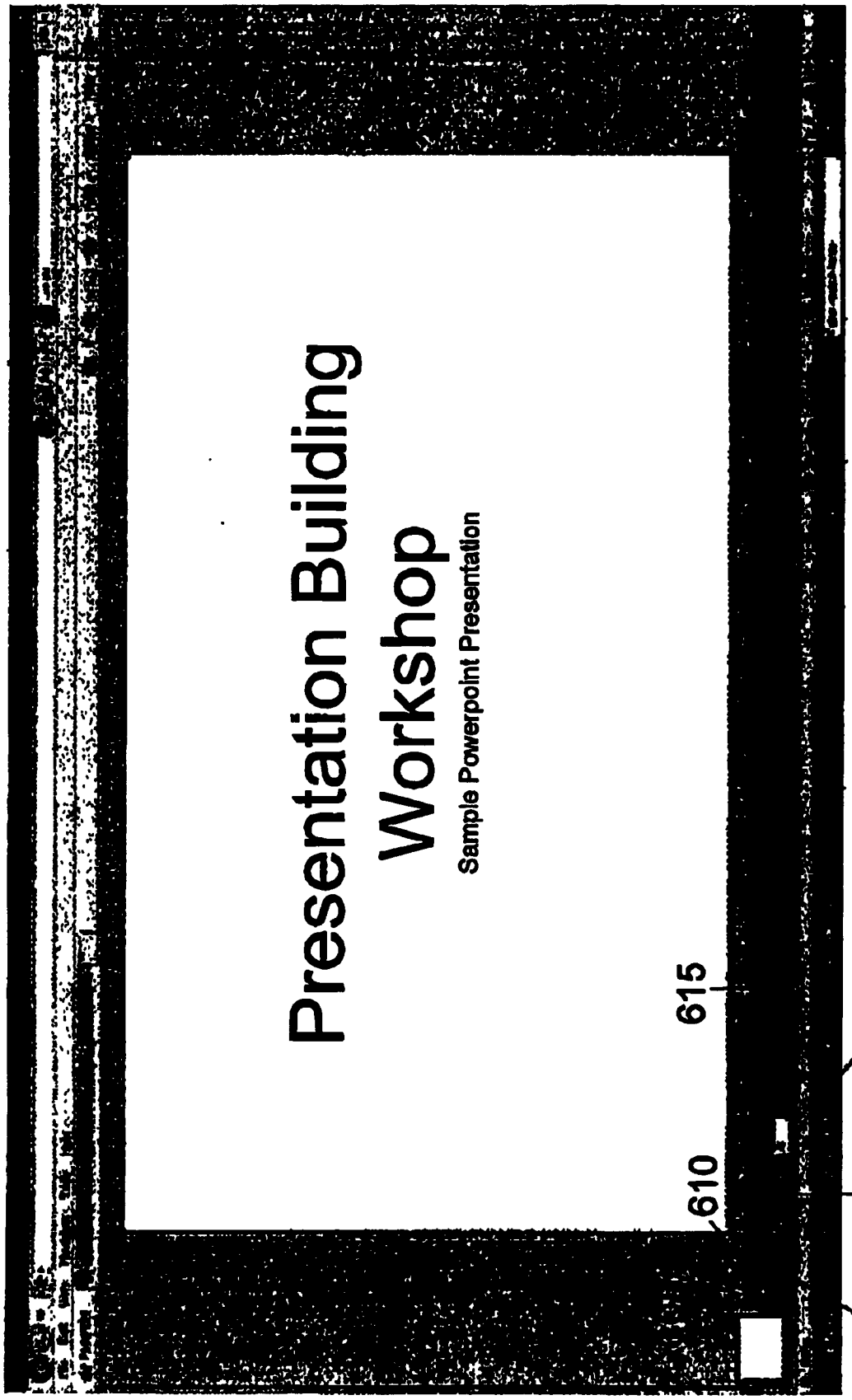

Presentation Building Workshop
Sample Powerpoint Presentation
615
610
630
625
620

FIGURE 6

FIGURE 7

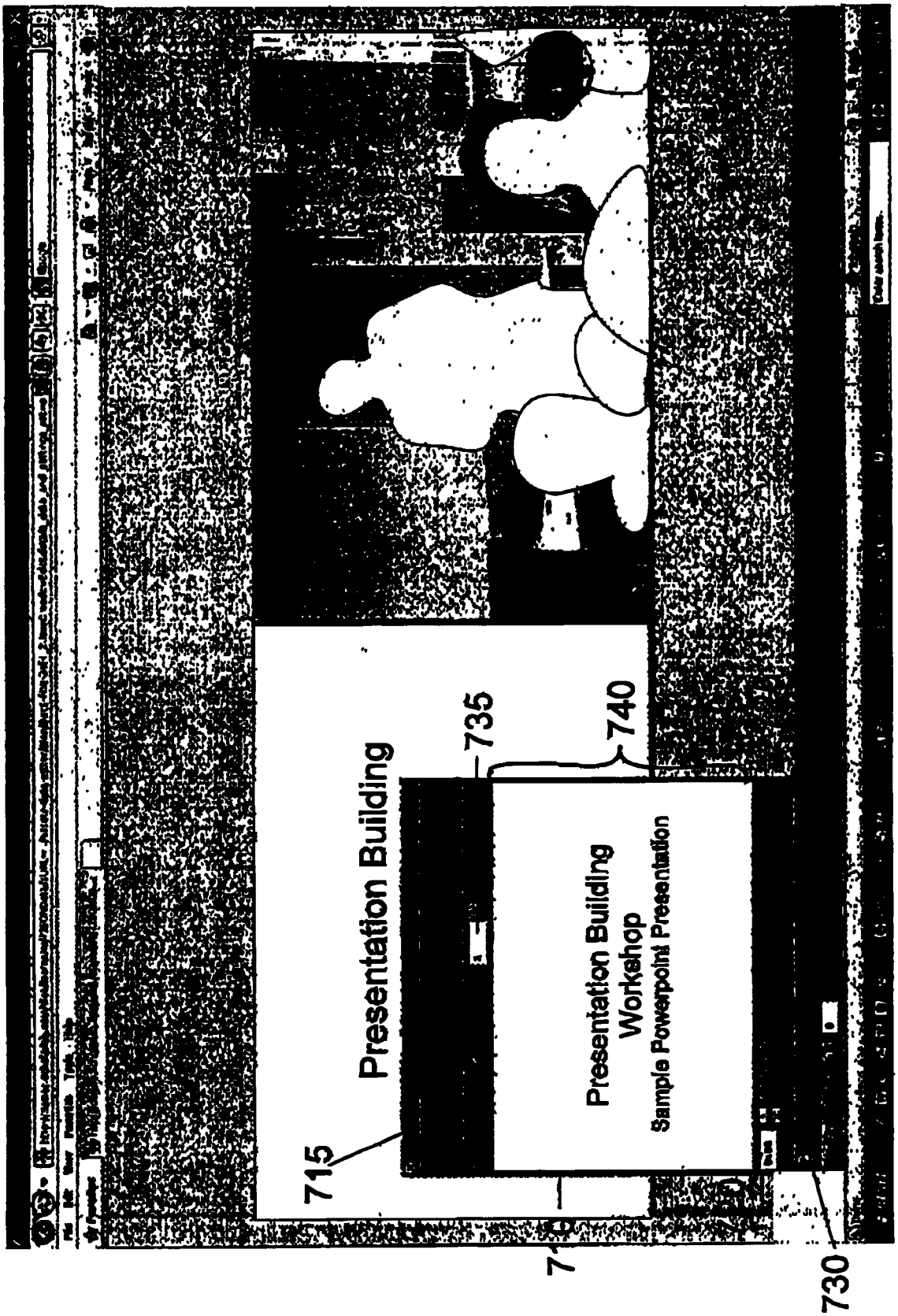

Presentation Building
Presentation Building
Workshop
Sample Powerpoint Presentation
715
735
740
730

FIGURE 8

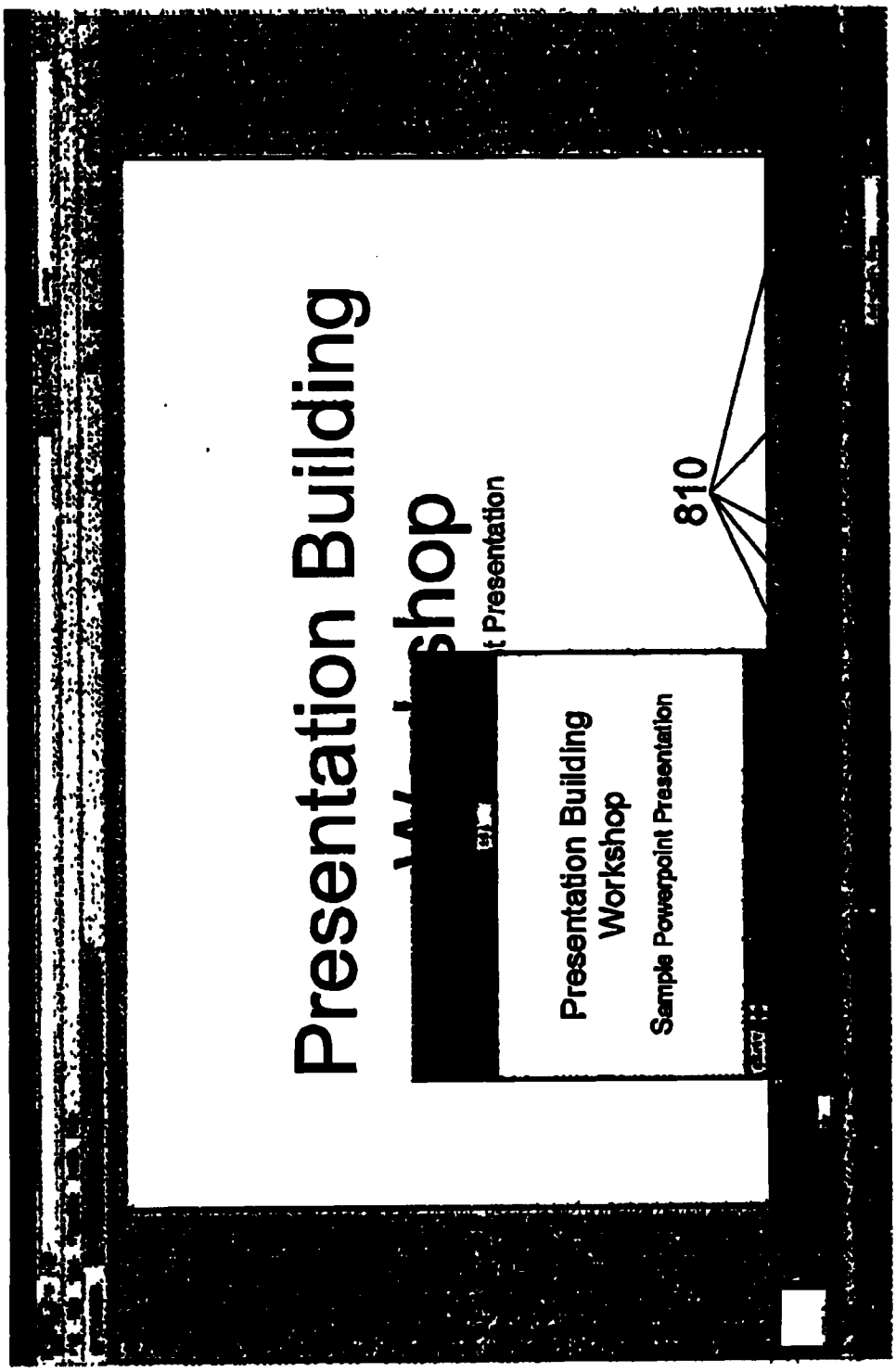

Presentation Building
Presentation Building Workshop
Sample Powerpoint Presentation
810

FIGURE 9

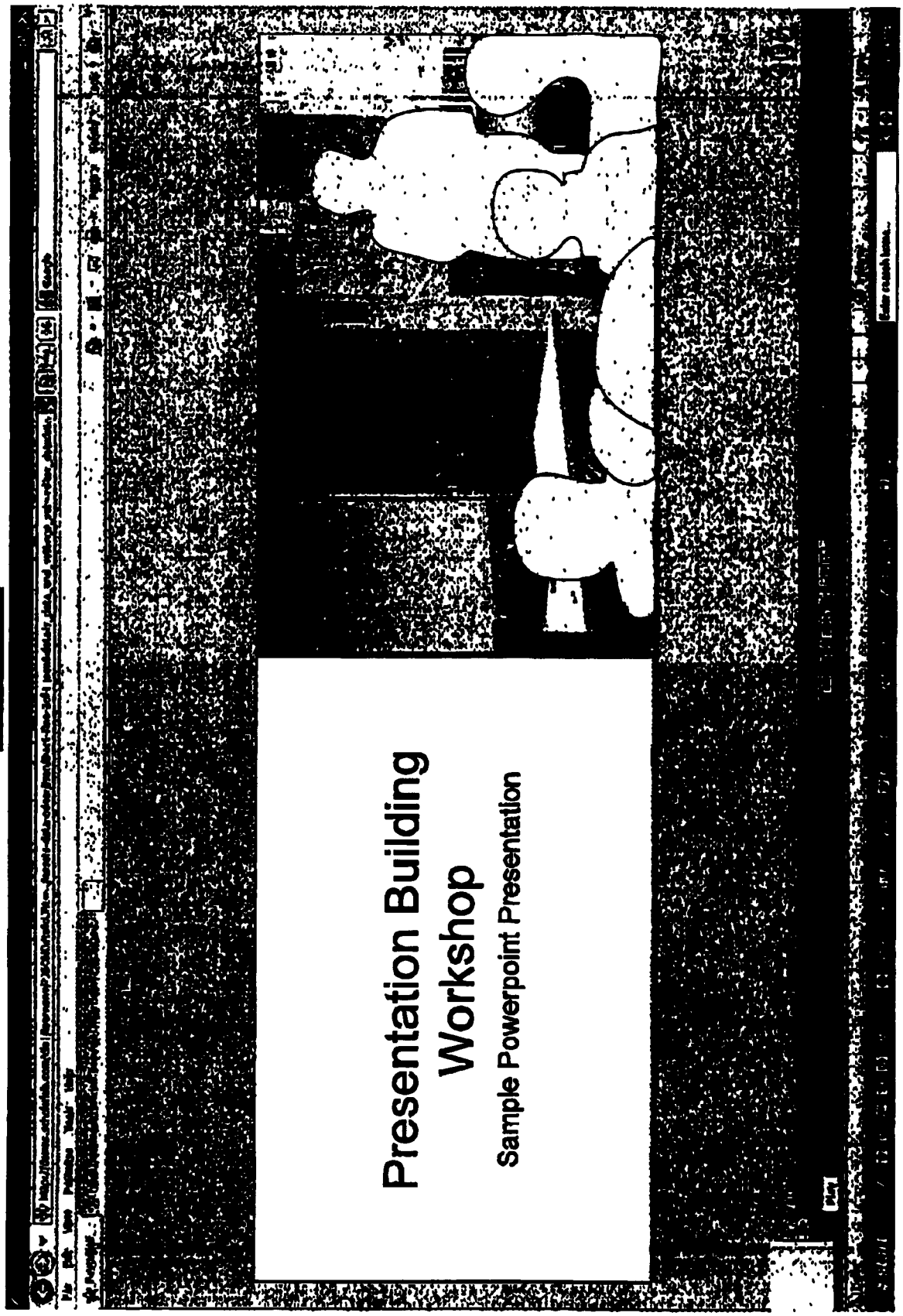

Presentation Building Workshop
Sample Powerpoint Presentation

FIGURE 10

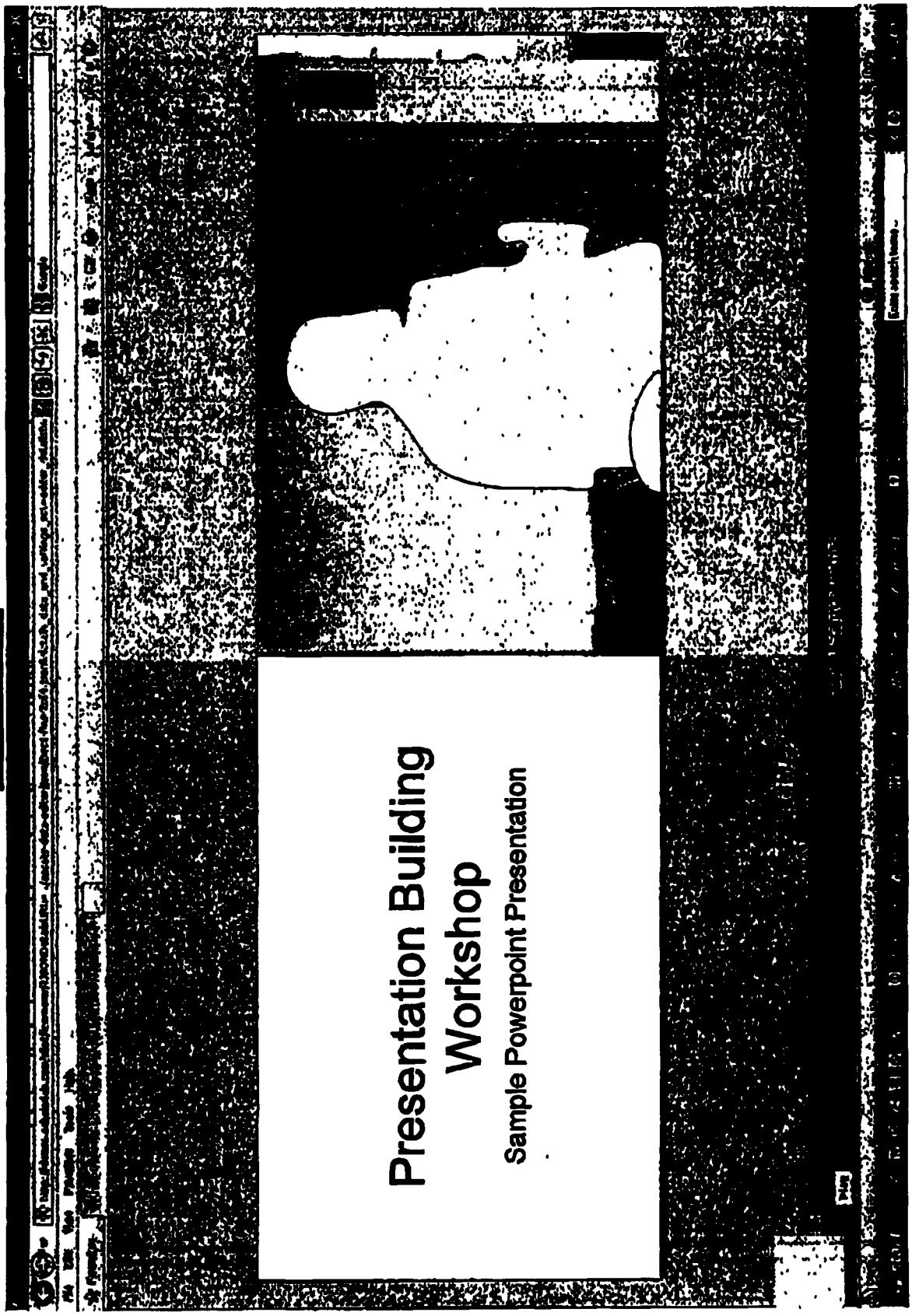

Presentation Building Workshop
Sample Powerpoint Presentation

FIGURE 11

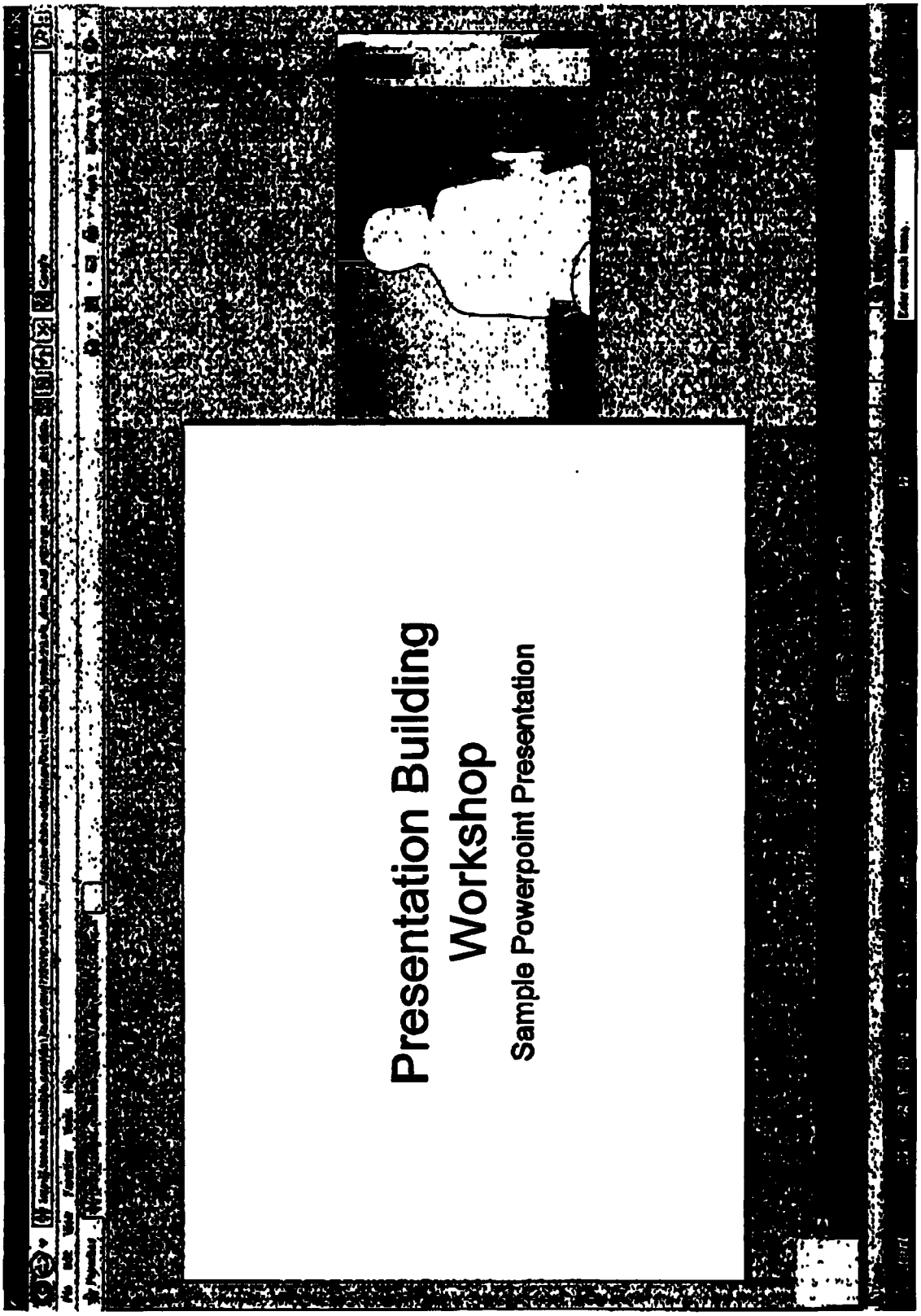

Presentation Building
Workshop
Sample Powerpoint Presentation

FIGURE 12

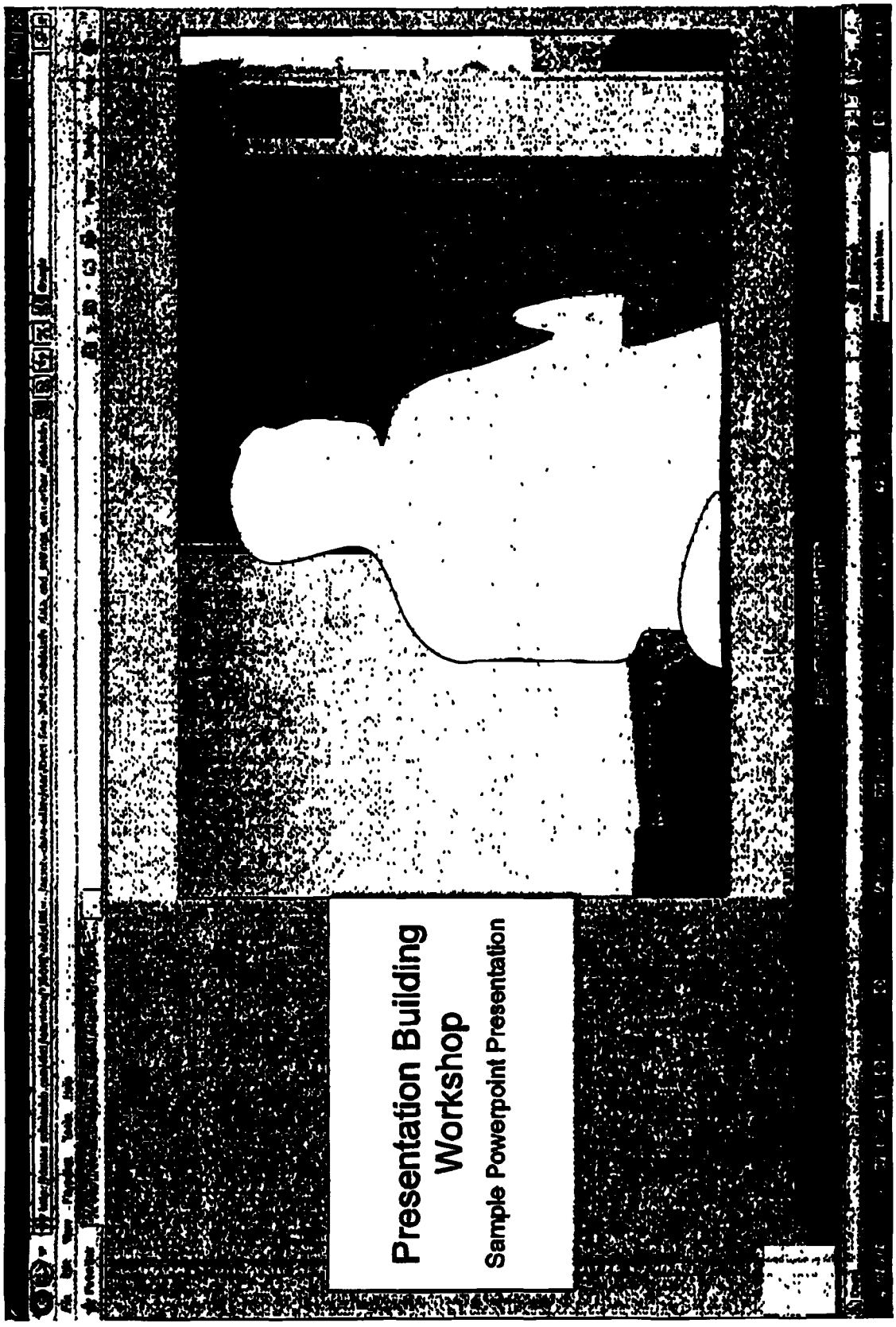

Presentation Building Workshop
Sample Powerpoint Presentation

FIGURE 13

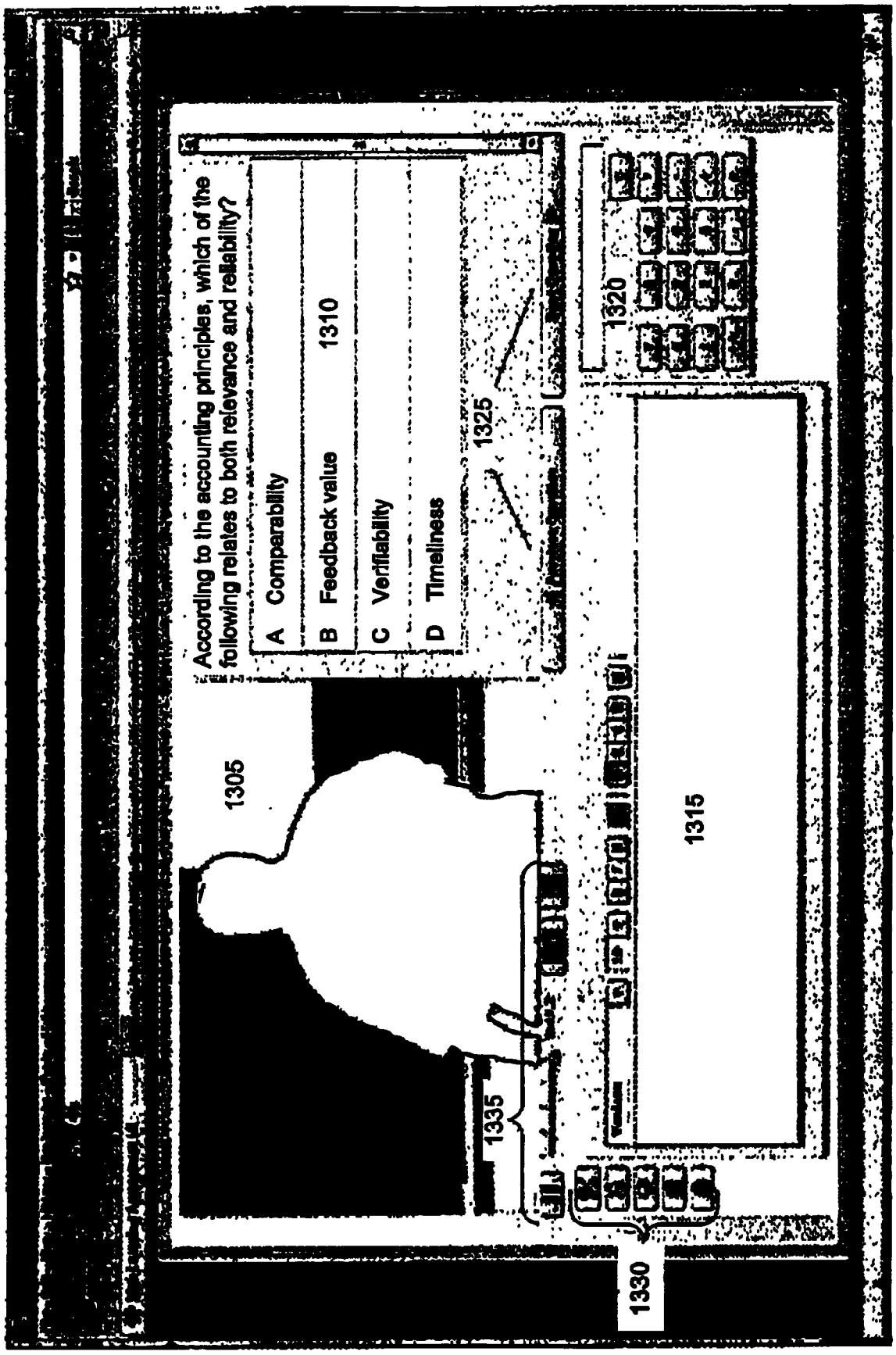

According to the accounting principles, which of the following relates to both relevance and reliability?
A Comparability
B Feedback value
C Verifiability
D Timeliness
1305
1310
1315
1320
1325
1330
1335

FIGURE 14

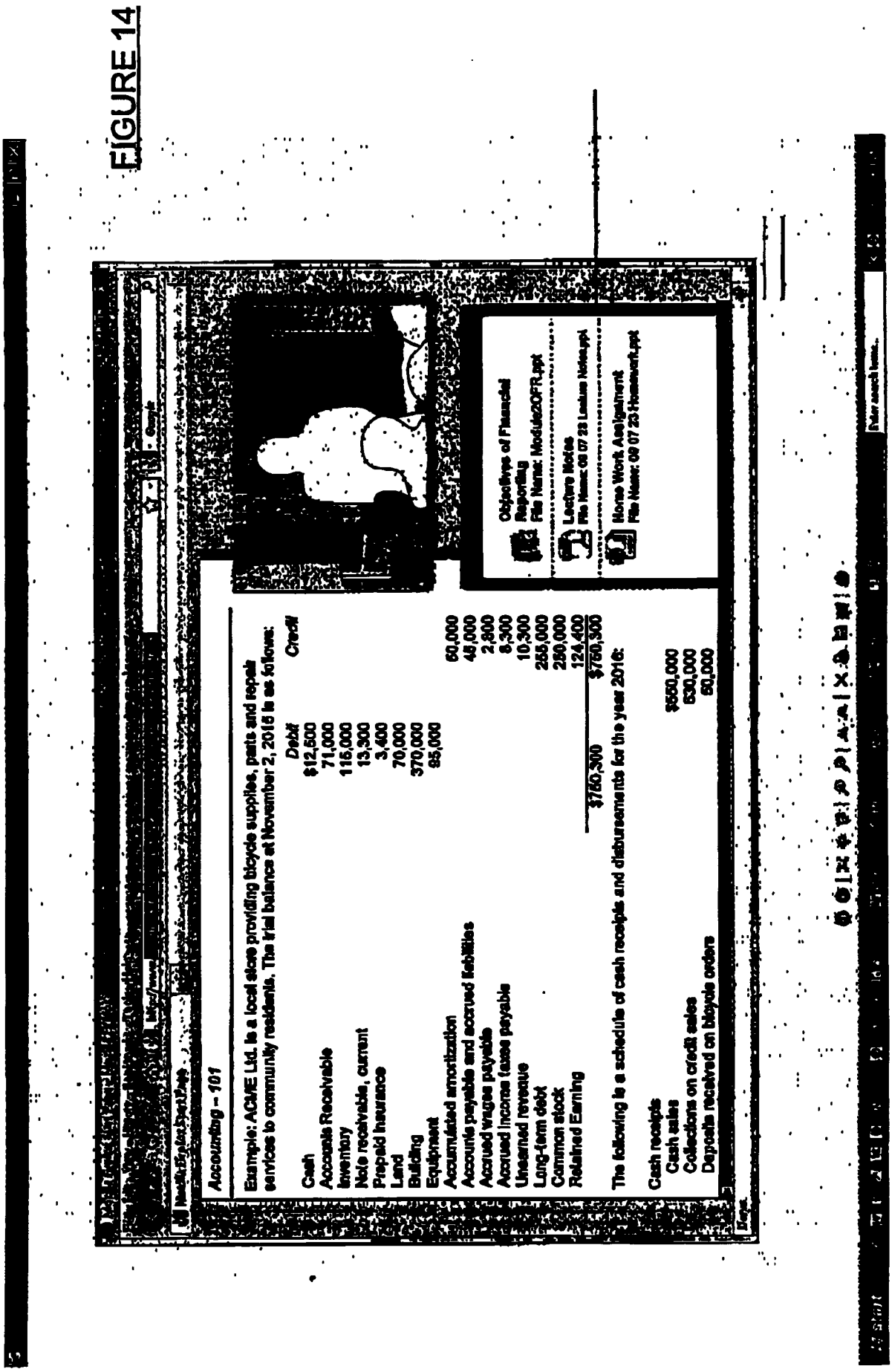

Accounting – 101
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2016 is as follows:
Debit
Credit
Cash $12,500
Accounts Receivable 71,000
Inventory 115,000
Note receivable, current 13,300
Prepaid insurance 3,400
Land 70,000
Building 370,000
Equipment 85,000
Accumulated amortization 60,000
Accounts payable and accrued liabilities 48,000
Accrued wages payable 2,800
Accrued income taxes payable 6,300
Unearned revenue 10,300
Long-term debt 255,000
Common stock 250,000
Retained Earning 124,400
$760,300 $760,300
The following is a schedule of cash receipts and disbursements for the year 2016:
Cash receipts
Cash sales $550,000
Collections on credit sales 530,000
Deposits received on bicycle orders 60,000
Objectives of Financial Reporting
File Name: Module2OFR.ppt
Lecture Notes
File Name: 09 07 23 Lecture Notes.ppt
Home Work Assignment
File Name: 09 07 23 Homework.ppt

FIGURE 15

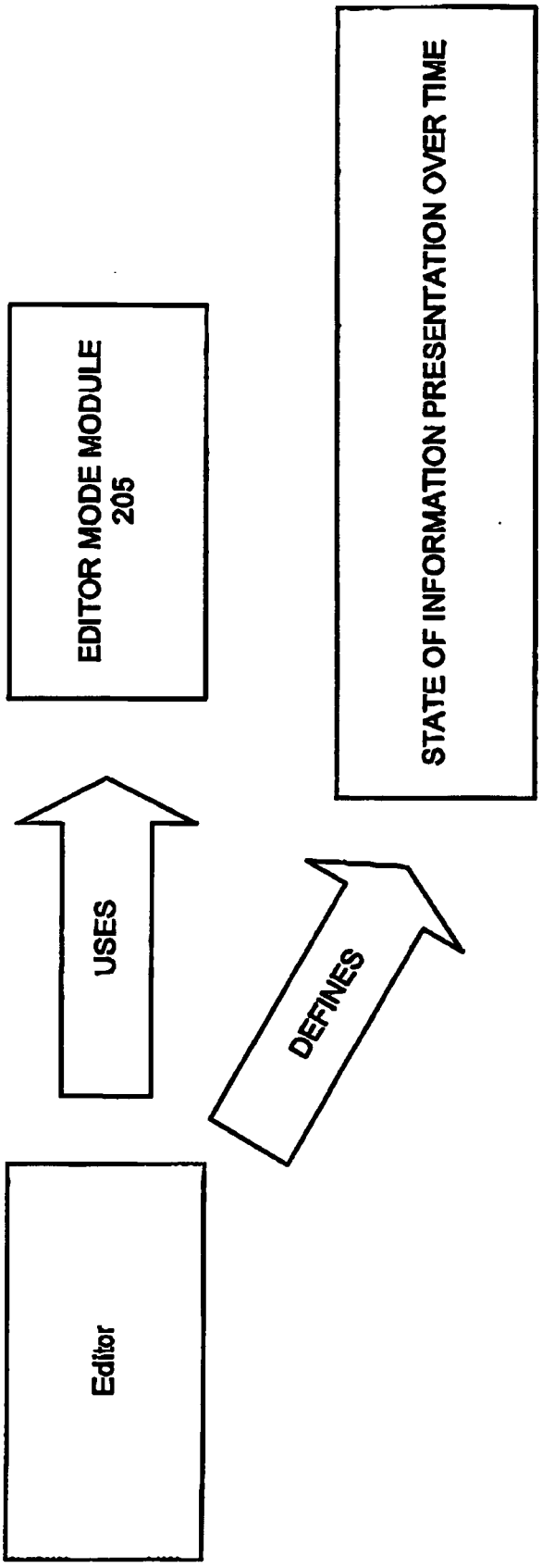
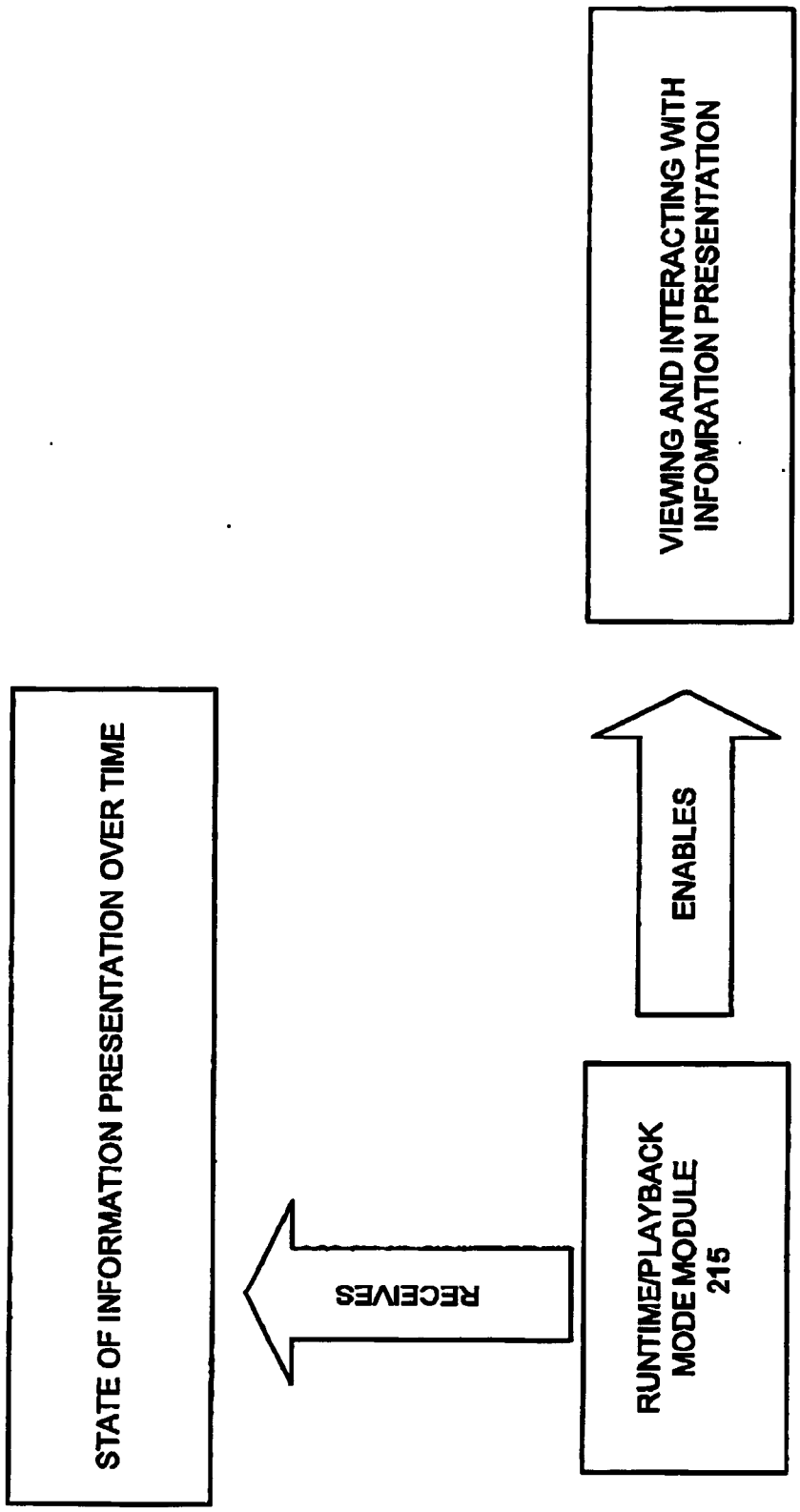
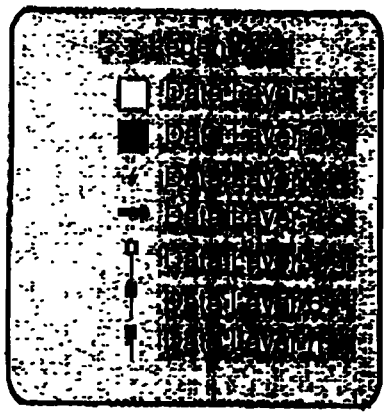

Editor
USES
EDITOR MODE MODULE
205
DEFINES
STATE OF INFORMATION PRESENTATION OVER TIME

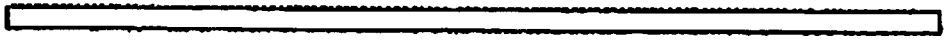
FIGURE 16


VIEWING AND INTERACTING WITH INFOMRATION PRESENTATION
ENABLES
RUNTIME/PLAYBACK MODE MODULE 215
RECEIVES
STATE OF INFORMATION PRESENTATION OVER TIME

SINGLE TRACK TIME LINE AREA APPROACH IN DETAIL



1.) BASIC SINGLE TRACK TIME LINE 1705



2.) SINGLE TRACK TIME LINE WITH 2 DATA LAYERS 1710



3A.) SINGLE TRACK TIME LINE WITH MULTIPLE (*n*) DATA LAYERS 1715



3B.) SINGLE TRACK TIME LINE WITH MULTIPLE (*n*) DATA LAYERS 1720



1725 SAMPLE SINGLE TRACK TIME LINE WITH VARIOUS ASPECTS OF STATE CHANGE OVER TIME ILLUSTRATED

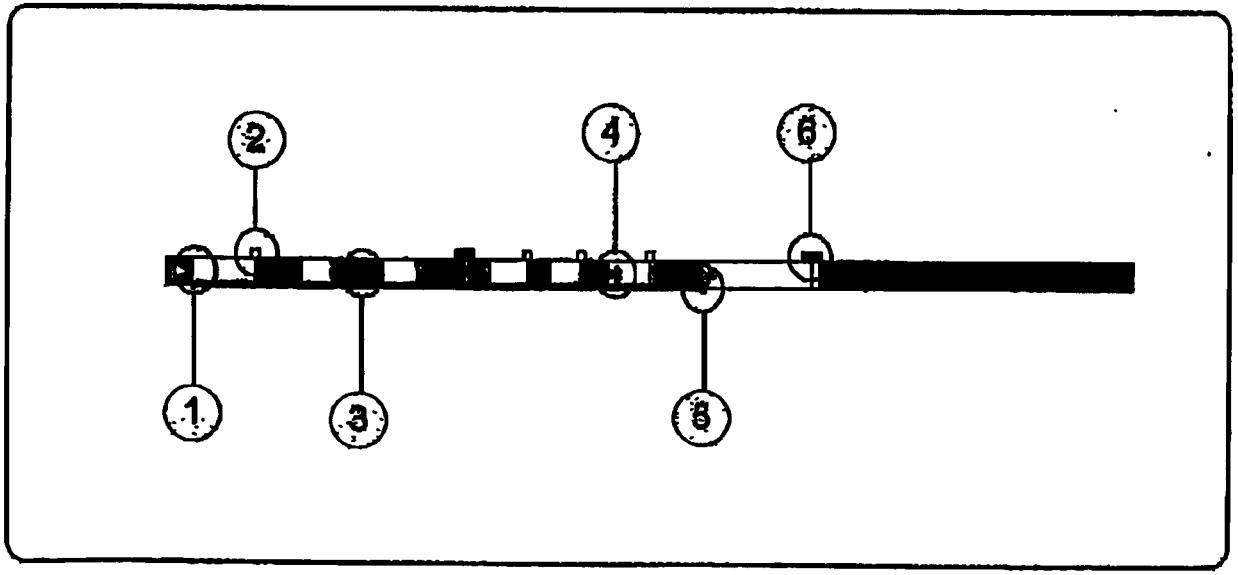


FIGURE 17

1. 1ST Data Layer: Time line indicating duration of the presentation
2. 2nd Data Layer: A Color coded pin can indicate the addition of an asset
3. 3rd Data Layer: alternating colors on the timeline can indicating indicate asset transitions (e.g., such as page changes in a slide show document or pages in a text based document)
4. 4th Data Layer: the asterisk symbol can indicate an asset being removed from the stage.
5. 5th Data Layer: a progress tracking bar can indicates progress and location through the information presentation
6. 6th Data Layer: Difference Colored/shaped Pin, indicating a Quiz or Exercise for the user to complete in the information presentation.

RECTIFIED SHEET (RULE 91)

FIGURE 18

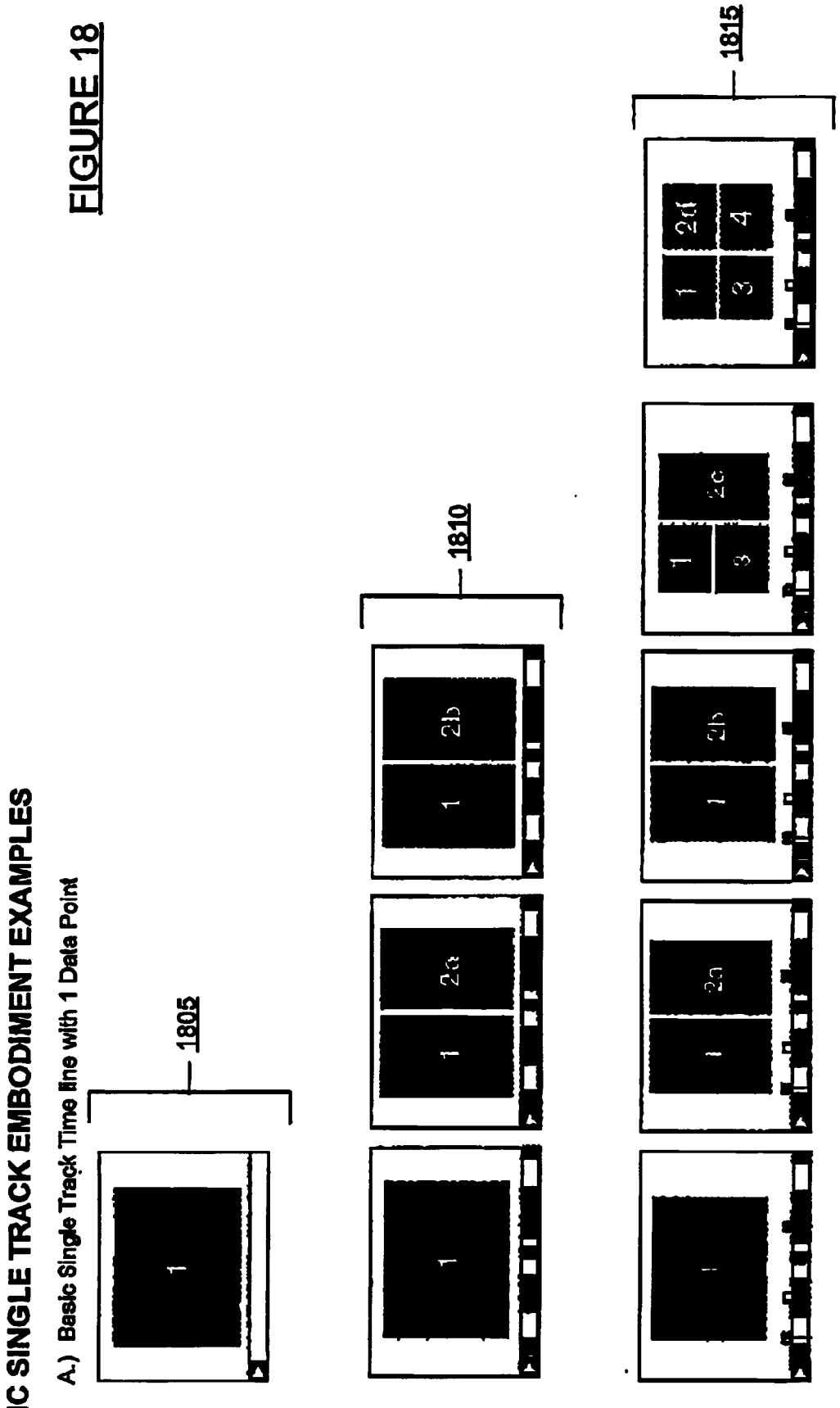

BASIC SINGLE TRACK EMBODIMENT EXAMPLES
A.) Basic Single Track Time line with 1 Data Point
1805
1810
1815
1
2a
2b
2c
2d
3
4

FIGURE 19

ICON LEGEND

VIDEO	Film icon can represent a video document asset, video playback widget or audio/video editing widget
AUDIO	Music note icon can represent an audio document asset, audio playback widget or audio/video editing widget (Used interchangeably with speaker icon.)
AUDIO	Speaker icon can represent an audio document asset, audio playback widget or audio/video editing widget (Used interchangeably with music note icon.)
REFERENCE LINK	Asterisk icon can represent a reference link to additional information that may include any external web site, article, document, and/or other digital artifact.
TIMER / STOPWATCH	Time icon can used to represent a timer and/or stopwatch, related to time within an information presentation or within an asset or widget
CHAT AND/OR DISCUSSION	Dialogue icon can represent a text chat, video chat or discussion asset
CALCULATOR	Calculator icon can represent a calculator widget
QUIZ/EXAM/ASSESSMENT	Question mark icon can represent an assessment widget
SPREADSHEET	The spreadsheet icon represents a spreadsheet widget
DOCUMENT	Document icon can represents a Document (MS Word, PDF, etc.), Document File, Document viewing widget, document editing widget.
SLIDE SHOW	Slide icon can represents slide show presentation document asset or slide show presentation viewing/editing widget
PICTURE / IMAGE	Camera icon can represents a picture or image file/widget.
NOTE PAD	Note pad icon can represent a diagram editing/viewing widget, a drawing suite widget

FIGURE 20

MULTI TRACK TIME LINE EXPANDED VS SINGLE TRACK TIME LINE COLLAPSED

SAMPLE PRESENTATION WITH 7 DATA LAYERS

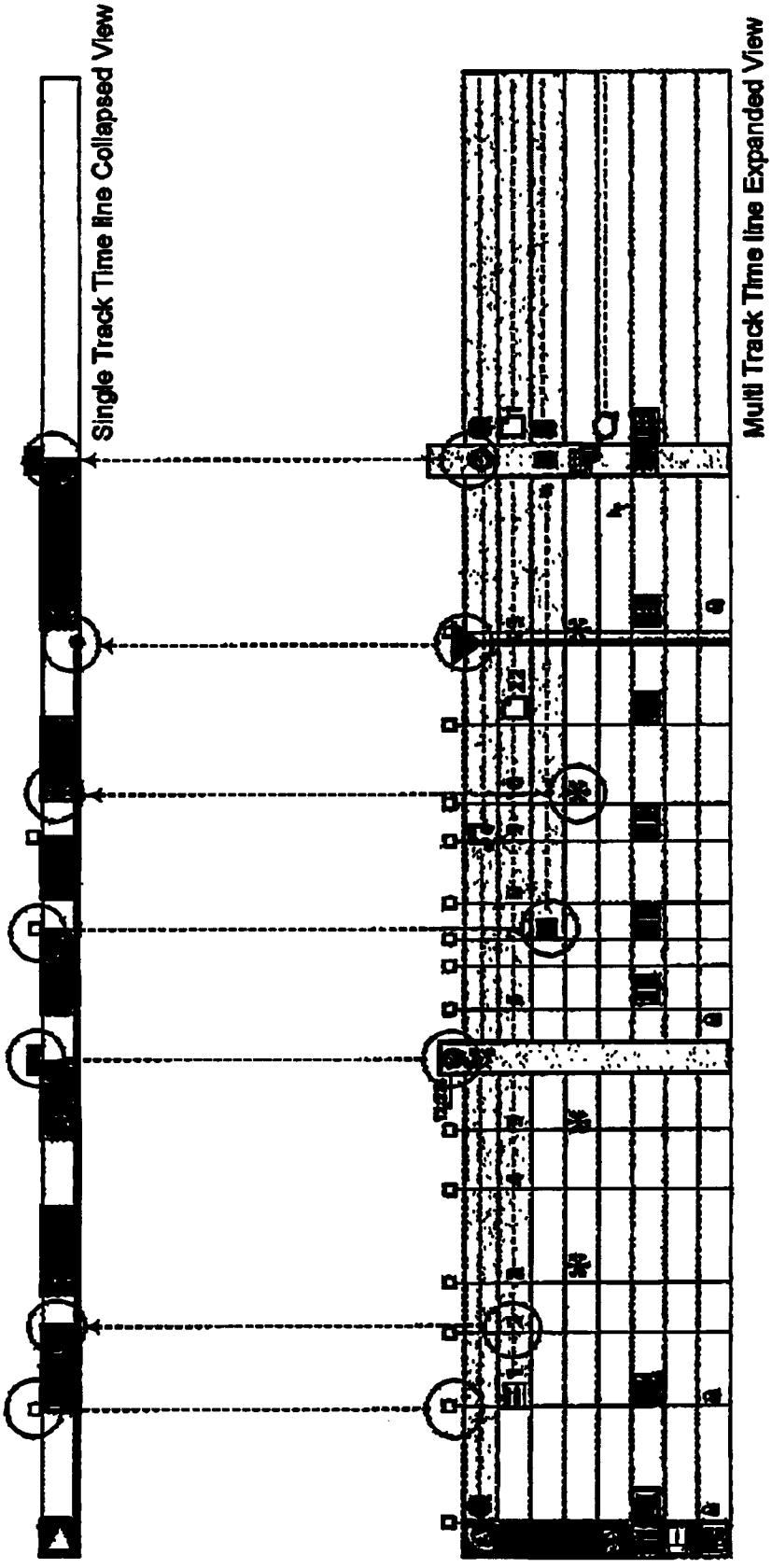


FIGURE 21

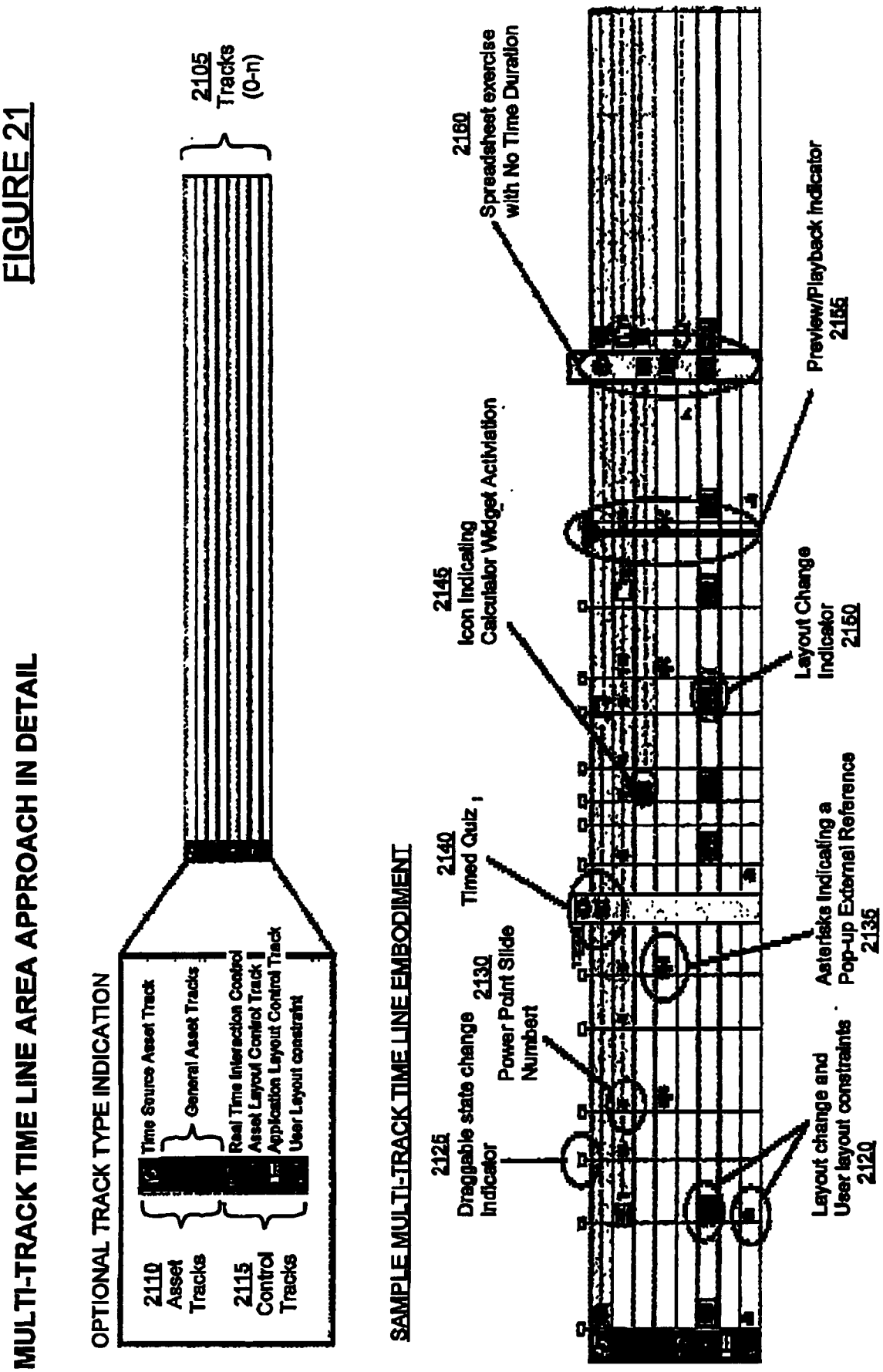

MULTI-TRACK TIME LINE AREA APPROACH IN DETAIL
OPTIONAL TRACK TYPE INDICATION
2110 Asset Tracks
2115 Control Tracks
Time Source Asset Track
General Asset Tracks
Real Time Interaction Control
Asset Layout Control Track
Application Layout Control Track
User Layout constraint
2105 Tracks (0-n)
SAMPLE MULTI-TRACK TIME LINE EMBODIMENT
2125 Draggable state change Indicator
2130 Power Point Slide Number
2140 Timed Quiz
2145 Icon Indicating Calculator Widget Activation
2150 Layout Change Indicator
2155 Preview/Playback Indicator
2160 Spreadsheet exercise with No Time Duration
2120 Layout change and User layout constraints
2135 Asterisks Indicating a Pop-up External Reference

FIGURE 22

MULTI-TRACK TIME LINE CONTEXTUAL AND PREDICTIVE USER INTERFACE HEAT MAP

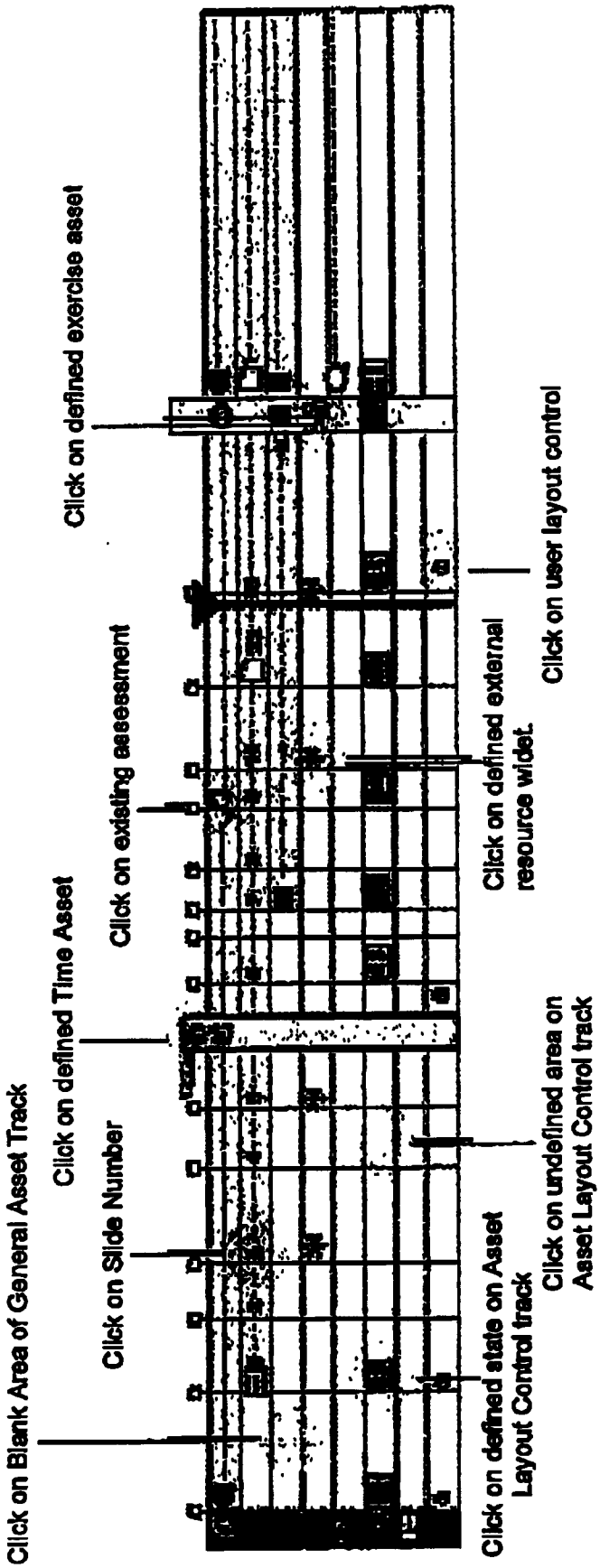


FIGURE 23

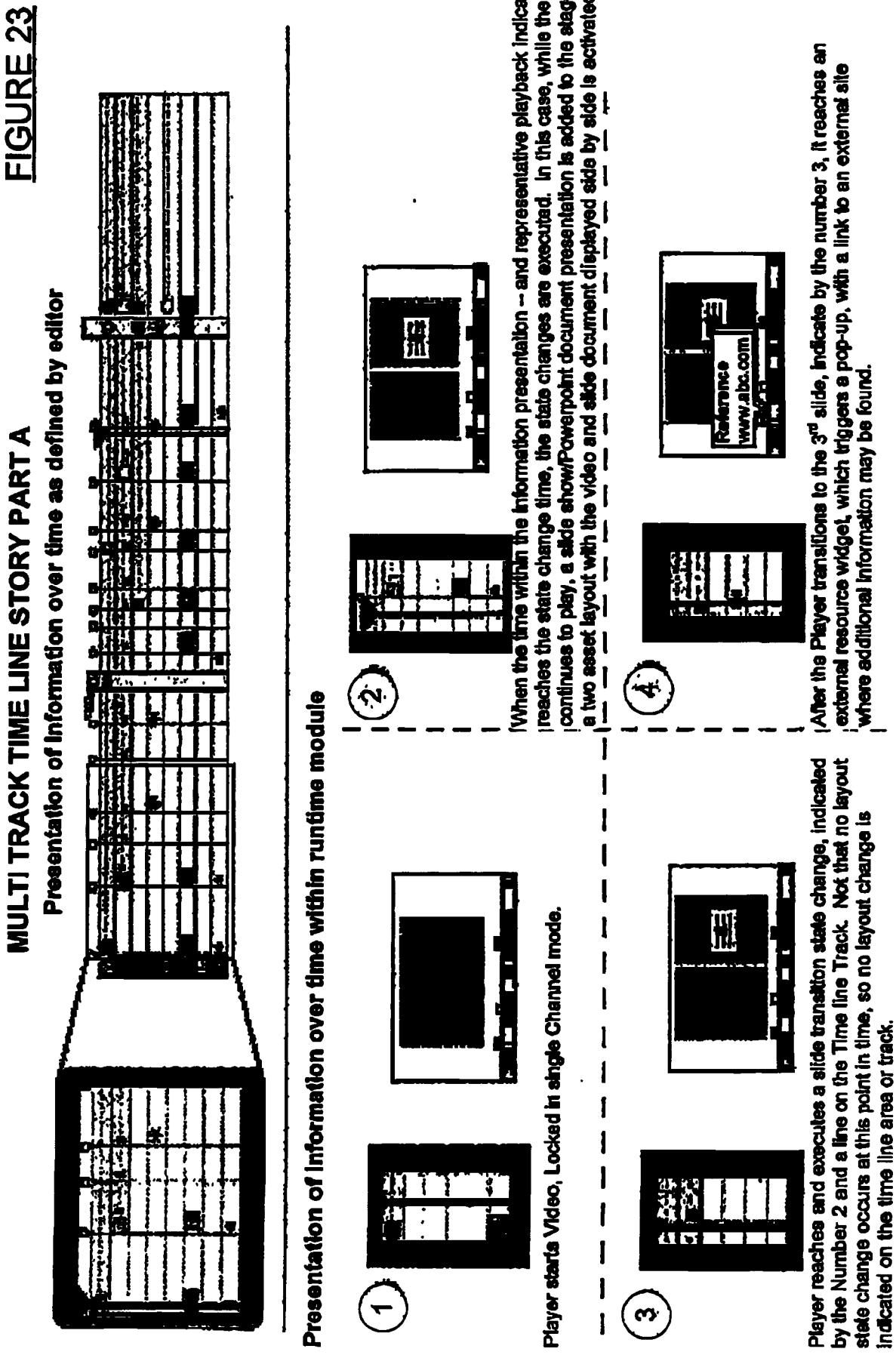

MULTI TRACK TIME LINE STORY PART A
Presentation of Information over time as defined by editor
Presentation of Information over time within runtime module
1
Player starts Video, Locked in single Channel mode.
2
When the time within the information presentation -- and representative playback indicator -- reaches the state change time, the state changes are executed. In this case, while the video continues to play, a slide show/Powerpoint document presentation is added to the stage and a two asset layout with the video and slide document displayed side by side is activated
3
Player reaches and executes a slide transition state change, indicated by the Number 2 and a line on the Time line Track. Not that no layout state change occurs at this point in time, so no layout change is indicated on the time line area or track.
4
After the Player transitions to the 3rd slide, indicate by the number 3, it reaches an external resource widget, which triggers a pop-up, with a link to an external site where additional information may be found.
Reference
www.abc.com

FIGURE 24

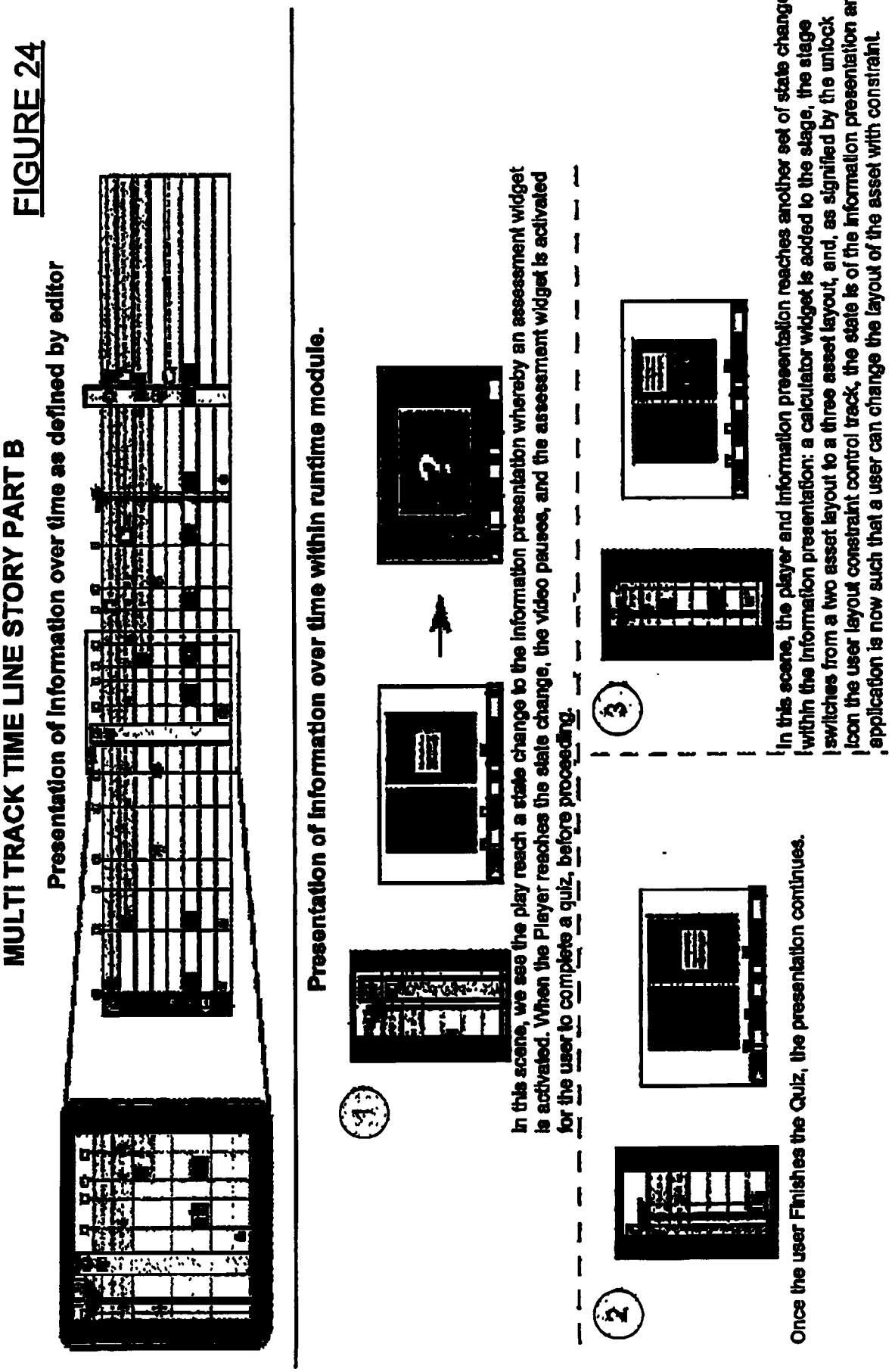

MULTI TRACK TIME LINE STORY PART B
Presentation of information over time as defined by editor
Presentation of information over time within runtime module.
In this scene, we see the play reach a state change to the information presentation whereby an assessment widget is activated. When the Player reaches the state change, the video pauses, and the assessment widget is activated for the user to complete a quiz, before proceeding.
Once the user Finishes the Quiz, the presentation continues.
In this scene, the player and information presentation reaches another set of state changes within the information presentation: a calculator widget is added to the stage, the stage switches from a two asset layout to a three asset layout, and, as signified by the unlock icon the user layout constraint control track, the state is of the information presentation and application is now such that a user can change the layout of the asset with constraint.

FIGURE 25

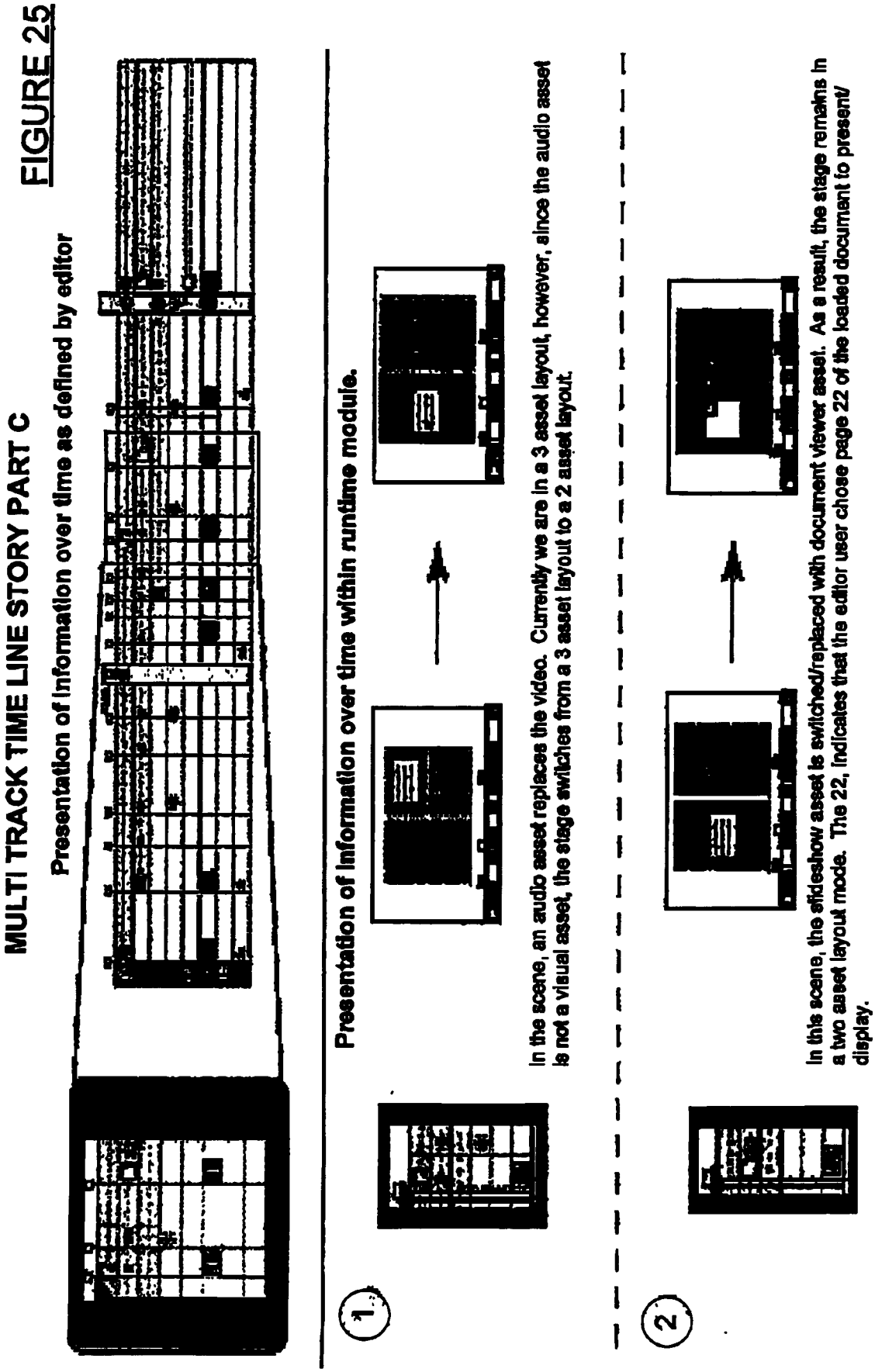

MULTI TRACK TIME LINE STORY PART C
Presentation of information over time as defined by editor
Presentation of information over time within runtime module.
In the scene, an audio asset replaces the video. Currently we are in a 3 asset layout, however, since the audio asset is not a visual asset, the stage switches from a 3 asset layout to a 2 asset layout.
In this scene, the slideshow asset is switched/replaced with document viewer asset. As a result, the stage remains in a two asset layout mode. The 22, indicates that the editor user chose page 22 of the loaded document to present/ display.
1
2

FIGURE 26

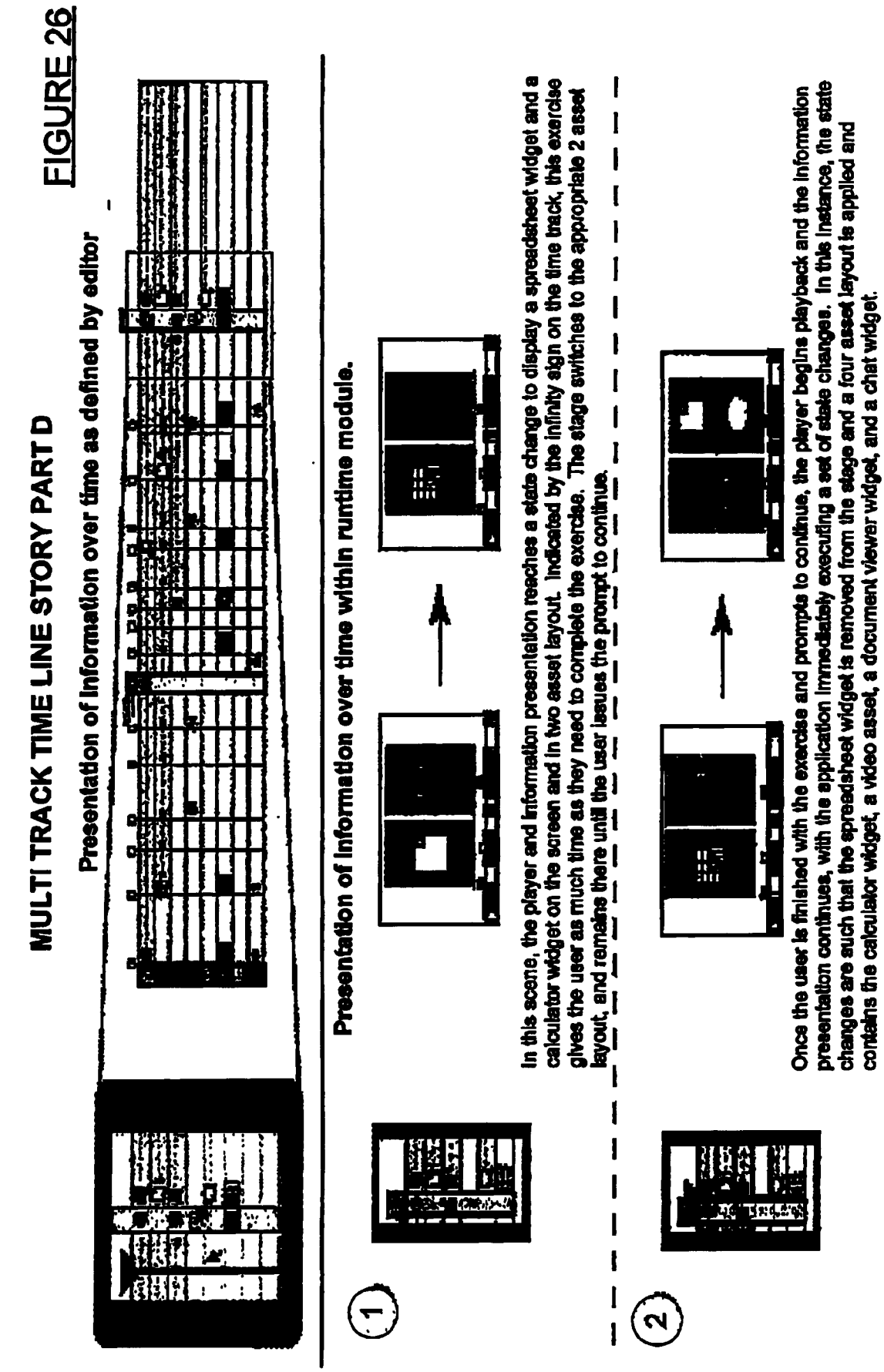

MULTI TRACK TIME LINE STORY PART D
Presentation of information over time as defined by editor
Presentation of information over time within runtime module.
In this scene, the player and information presentation reaches a state change to display a spreadsheet widget and a calculator widget on the screen and in two asset layout. Indicated by the infinity sign on the time track, this exercise gives the user as much time as they need to complete the exercise. The stage switches to the appropriate 2 asset layout, and remains there until the user issues the prompt to continue.
Once the user is finished with the exercise and prompts to continue, the player begins playback and the information presentation continues, with the application immediately executing a set of state changes. In this instance, the state changes are such that the spreadsheet widget is removed from the stage and a four asset layout is applied and contains the calculator widget, a video asset, a document viewer widget, and a chat widget.
1
2

FIGURE 27

AUTOMATIC PLAY MODE

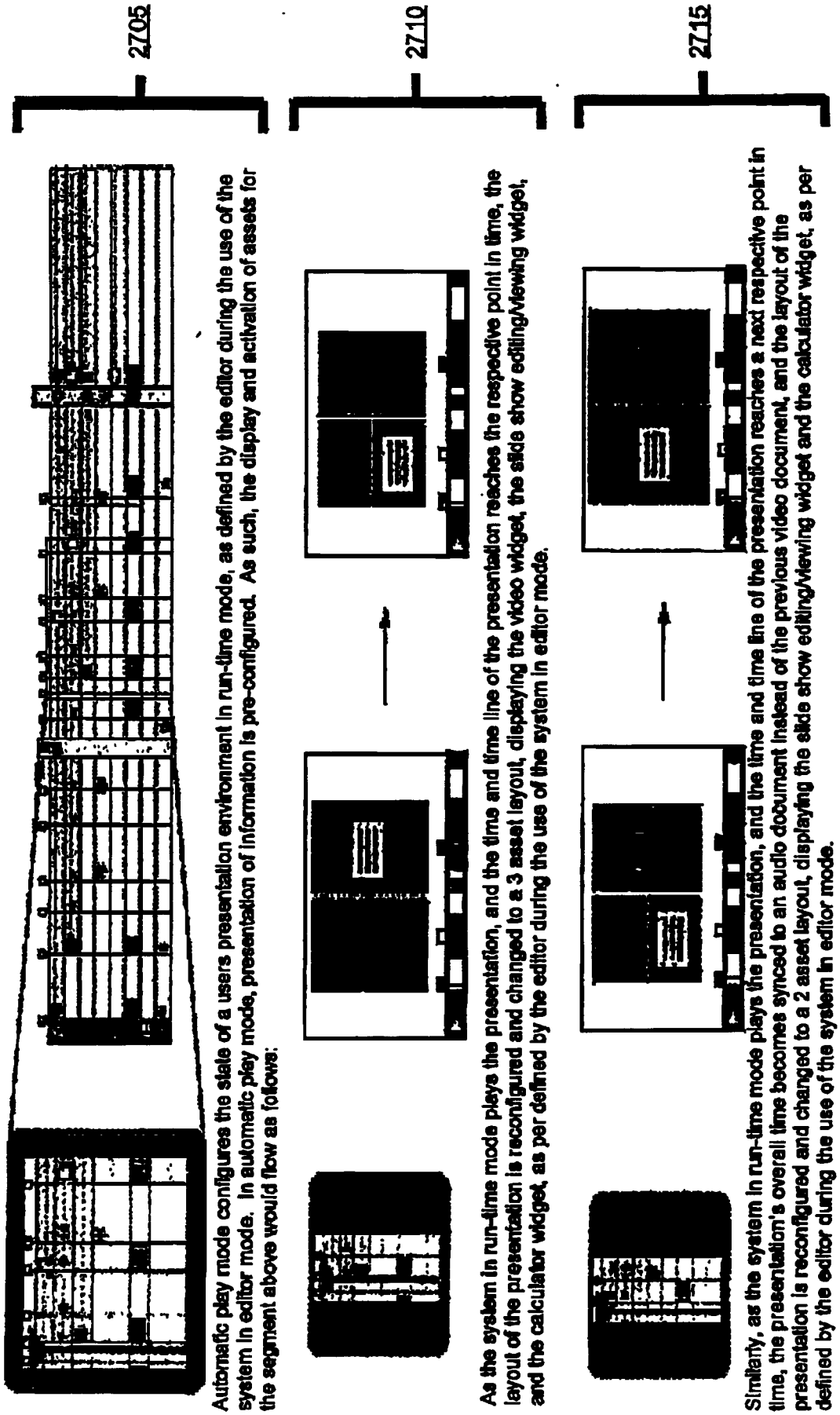


FIGURE 28A

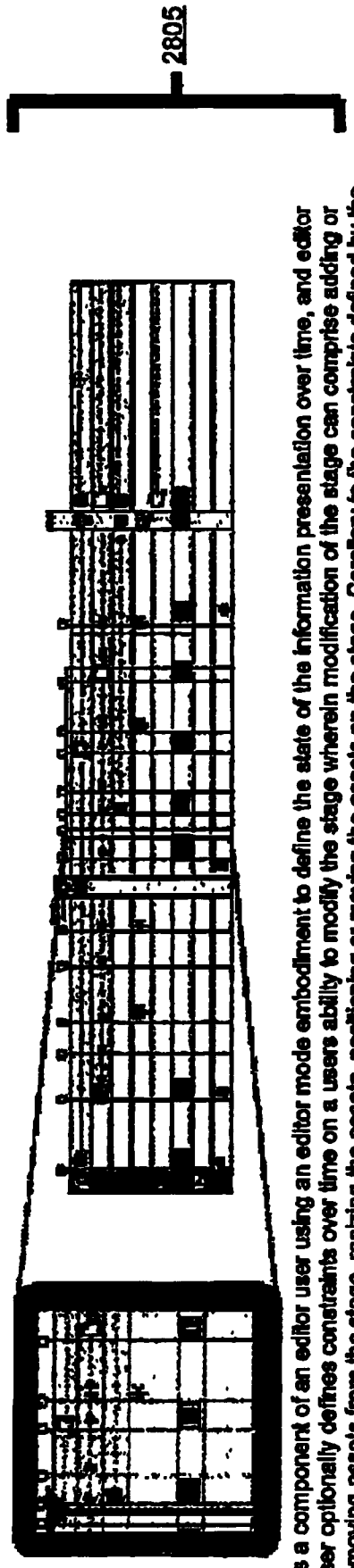

2805
MANUAL MODE
As a component of an editor user using an editor mode embodiment to define the state of the information presentation over time, and editor user optionally defines constraints over time on a users ability to modify the stage wherein modification of the stage can comprise adding or removing assets from the stage, resizing the assets, positioning or moving the assets on the stage. Corollary to the constraints defined by the editor user, are a users abilities to modify the stage or layout of the assets when said information presentation is played back in a run-time mode embodiment. Constraints can be signified for example, by a lock icon on being displayed in a relevant area. A modification to the stage available to and invoked by the user will generally cause the creation/playback application to be changed from automatic mode (the editors defined way of experiencing the presentation of information) to manual mode (the user's more customized selection for experiencing the presented information)

FIGURE 28B

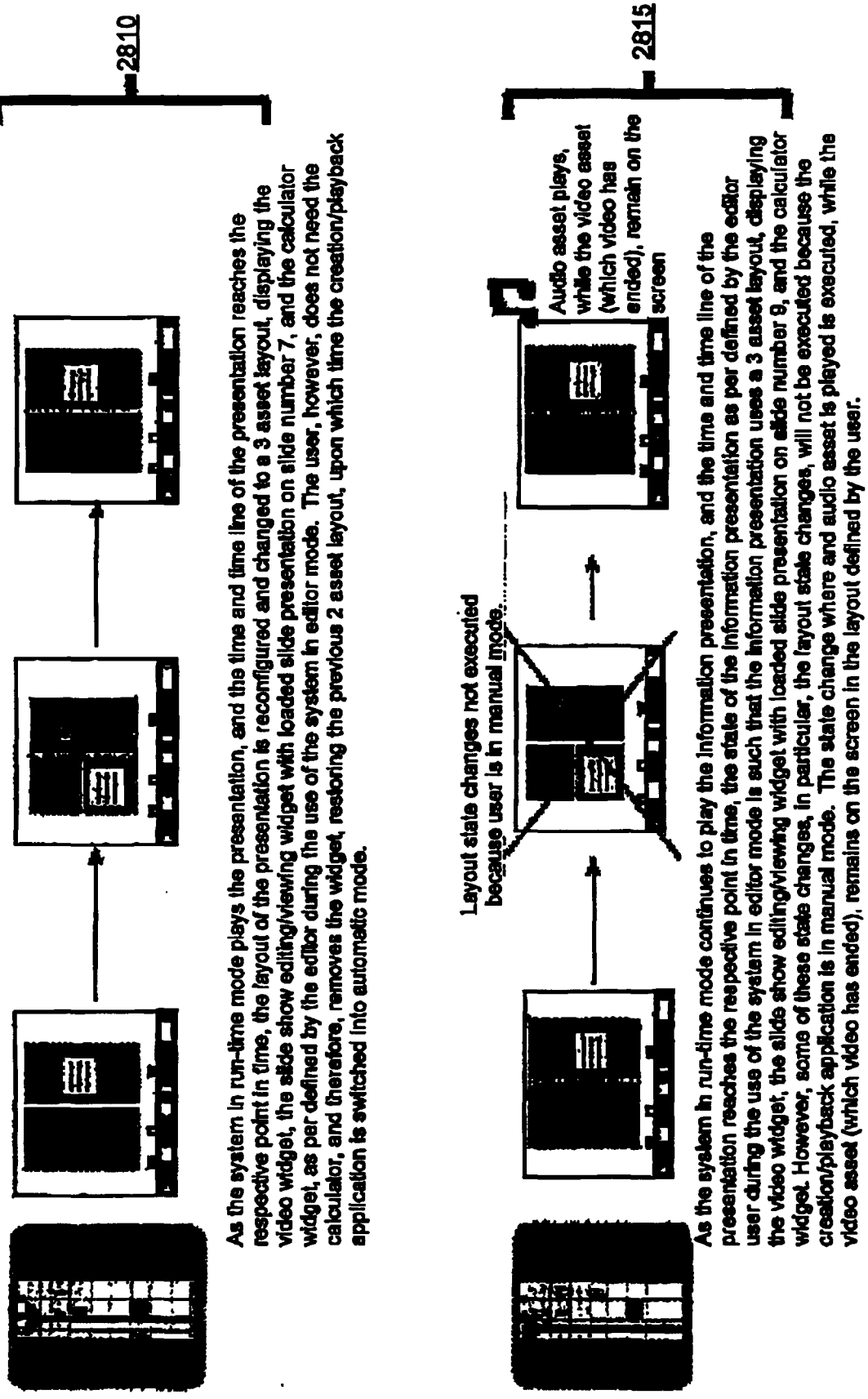

2810
As the system in run-time mode plays the presentation, and the time and time line of the presentation reaches the respective point in time, the layout of the presentation is reconfigured and changed to a 3 asset layout, displaying the video widget, the slide show editing/viewing widget with loaded slide presentation on slide number 7, and the calculator widget, as per defined by the editor during the use of the system in editor mode. The user, however, does not need the calculator, and therefore, removes the widget, restoring the previous 2 asset layout, upon which time the creation/playback application is switched into automatic mode.
2815
Layout state changes not executed because user is in manual mode.
Audio asset plays, while the video asset (which video has ended), remain on the screen
As the system in run-time mode continues to play the information presentation, and the time and time line of the presentation reaches the respective point in time, the state of the information presentation as per defined by the editor user during the use of the system in editor mode is such that the information presentation uses a 3 asset layout, displaying the video widget, the slide show editing/viewing widget with loaded slide presentation on slide number 9, and the calculator widget. However, some of these state changes, in particular, the layout state changes, will not be executed because the creation/playback application is in manual mode. The state change where and audio asset is played is executed, while the video asset (which video has ended), remains on the screen in the layout defined by the user.

FIGURE 29A

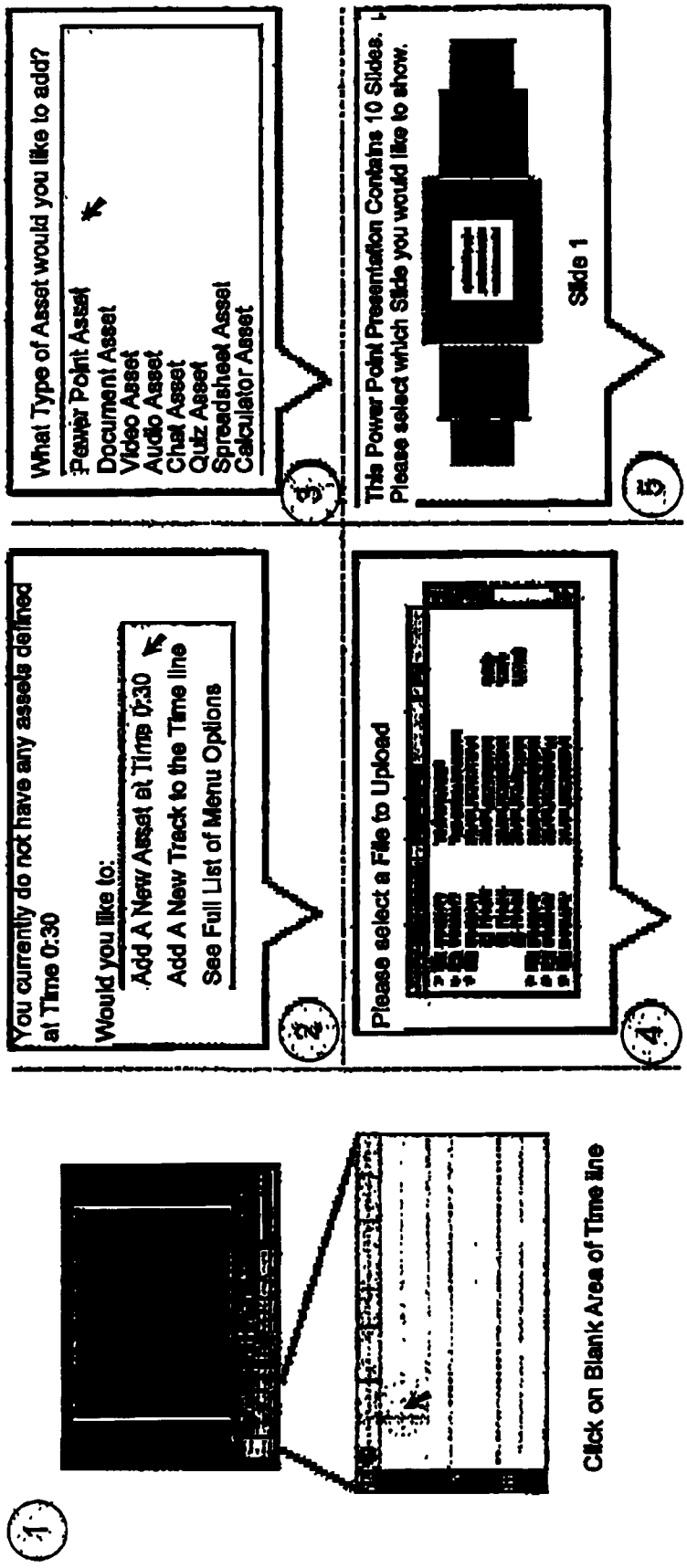
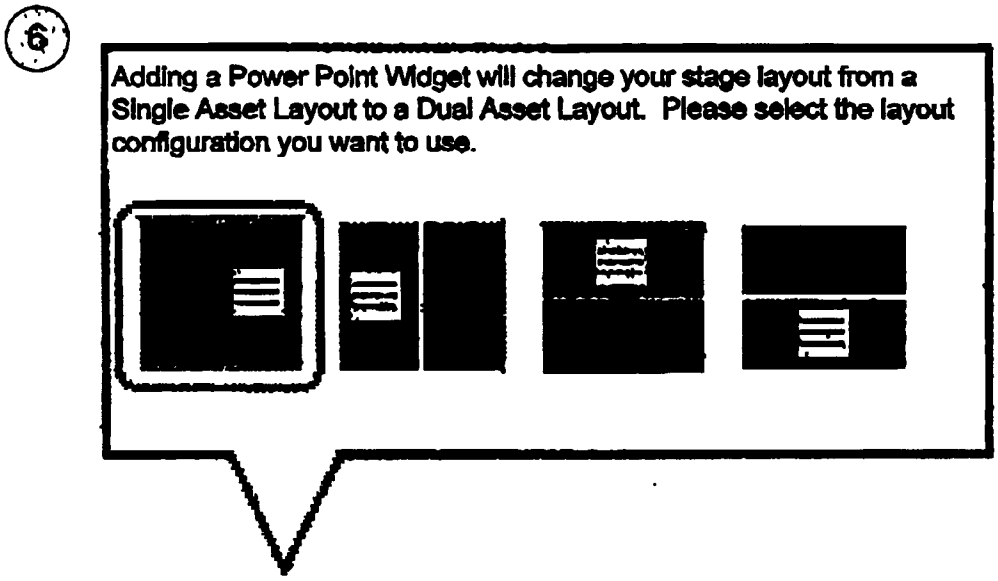

BLANK TIME LINE CLICK
Click on Blank Area of Time line
You currently do not have any assets defined at Time 0:30
Would you like to:
Add A New Asset at Time 0:30
Add A New Track to the Time line
See Full List of Menu Options
What Type of Asset would you like to add?
Power Point Asset
Document Asset
Video Asset
Audio Asset
Chat Asset
Quiz Asset
Spreadsheet Asset
Calculator Asset
Please select a File to Upload
This Power Point Presentation Contains 10 Slides.
Please select which Slide you would like to show.
Slide 1

FIGURE 29B



1. Scene 1 Begins with a Single Asset Layout with just a movie on the time line. A user clicks on a blank area of the time line to setoff a chain of events.

2. Scene 2 represents a context-aware pop-up menu that presents a user with a list of options. These menu options are dynamic and ranked by what a users highest probable desire is, based on where they clicked on the time line. In this scenario the user elects to added a new asset at the specified time.

3. Based on the user's previous selection, 'Add a new Asset,' a new options menu is presented asking the user to select what type of Asset he/she would like to add to the time line. In this scenario, the user selects a 'Power Point Asset'.

4. Based on what type of Asset a user selects to add, the system sends the user down a unique path, pertaining to the selected asset. In this scene, the user is being asked to upload the Power Point file they wish to use.

5. In scene 5 the user is asked which slide(s) they would like to be displayed at the given or determined point in time. Here a user selects a particular slide/slide number.

6. Because this is the first slide that the user is adding to the time line in this scenario, the system notifies them that the addition of this asset will change the stage layout. A default stage layout is automatically selected by the system, and the user is give the option to choose an alternate layout scenario, if they so desire.

FIGURE 30A

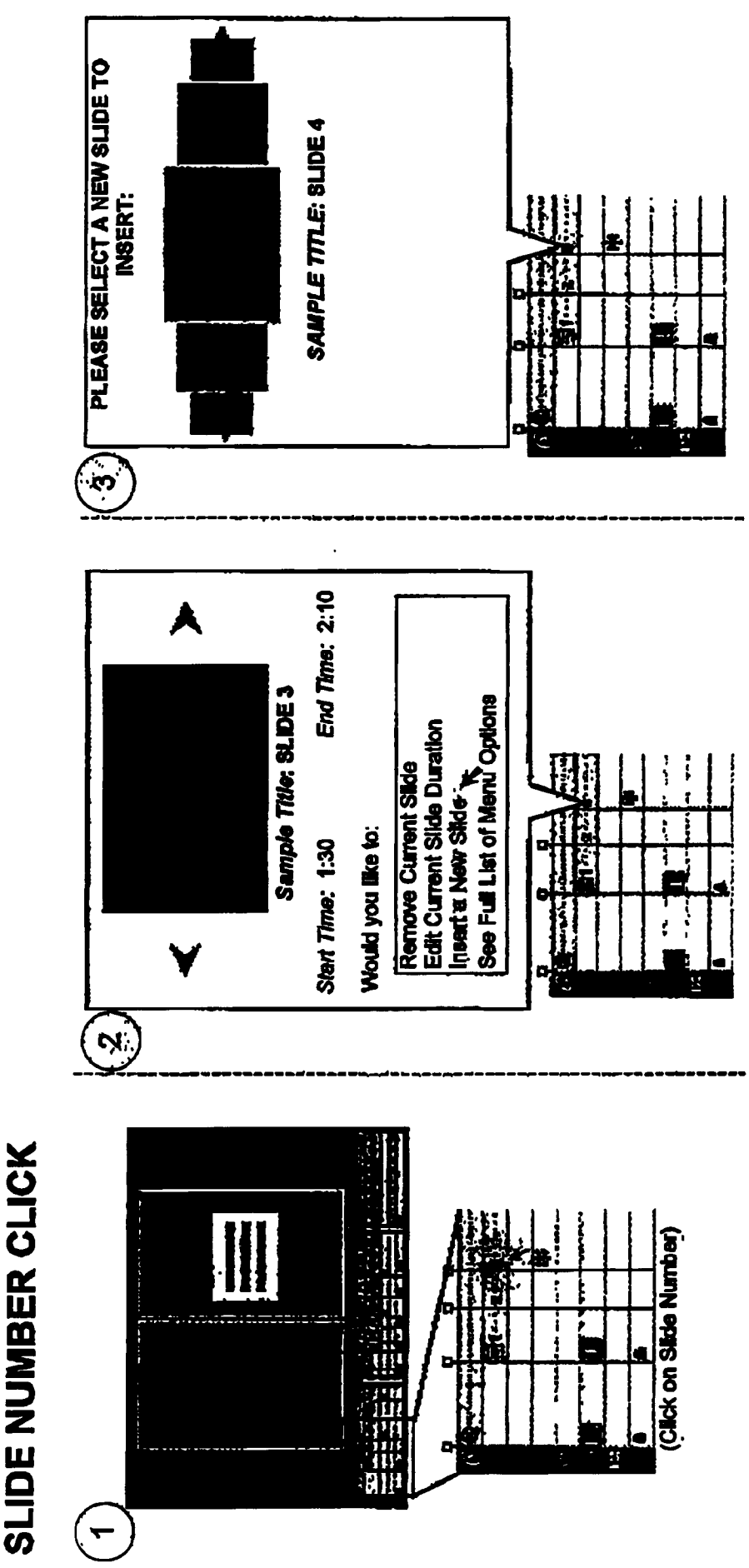
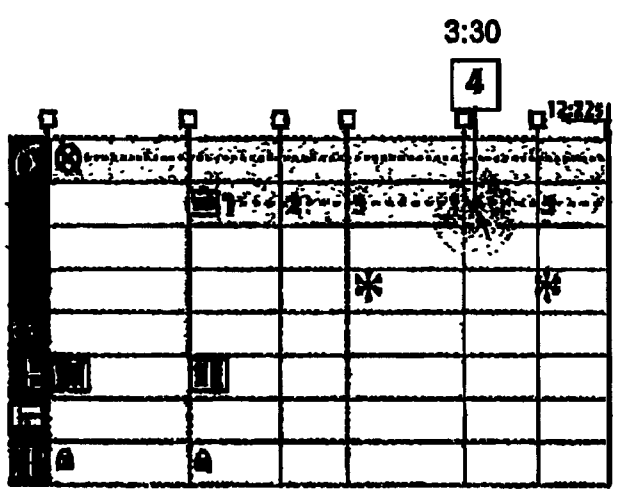
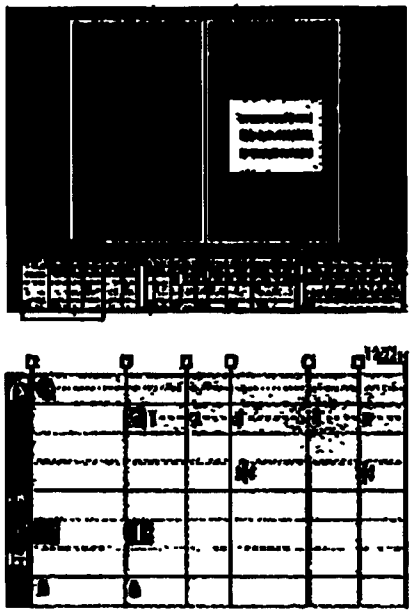

SLIDE NUMBER CLICK
1
(Click on Slide Number)
2
Sample Title: SLIDE 3
Start Time: 1:30
End Time: 2:10
Would you like to:
Remove Current Slide
Edit Current Slide Duration
Insert a New Slide
See Full List of Menu Options
3
PLEASE SELECT A NEW SLIDE TO INSERT:
SAMPLE TITLE: SLIDE 4

FIGURE 30B



(Choose Location On Track to drop Pin / Slide)



Slide is Added to the Time line

1. In Scene 1 the user clicks on an existing slide number on the time line/track (wherein the number represents the slide number and its position on the time line/track represents when such slide is displayed)

2. The user's selection on the context aware time line, brings up an image of the slide they selected, summary information about the slide, as well as a list of possible actions the user might want to take next. In this scenario, the user decides they would like to insert a new slide they forgot to add.

3. Automatically, the system brings up the list of available slides for the user to view and select. Optionally, the user may load elect to load and select slides from a new file, by selecting the 'Other' button. Once the user finds the slide they were looking for, they select it and drop it onto the time line.

4. Scene 4 shows the user dropping the new slide (slide 4) onto the time line between slides 3 and 6. The slide is represented by a pin with the slide number in it, in this scenario.

5. Scene 5 shows the new slide on the time line, and the final stage layout at that point in time. There was no change to the layout because the user inserted the slide on an existing slide track.

RECTIFIED SHEET (RULE 91)

FIGURE 31A

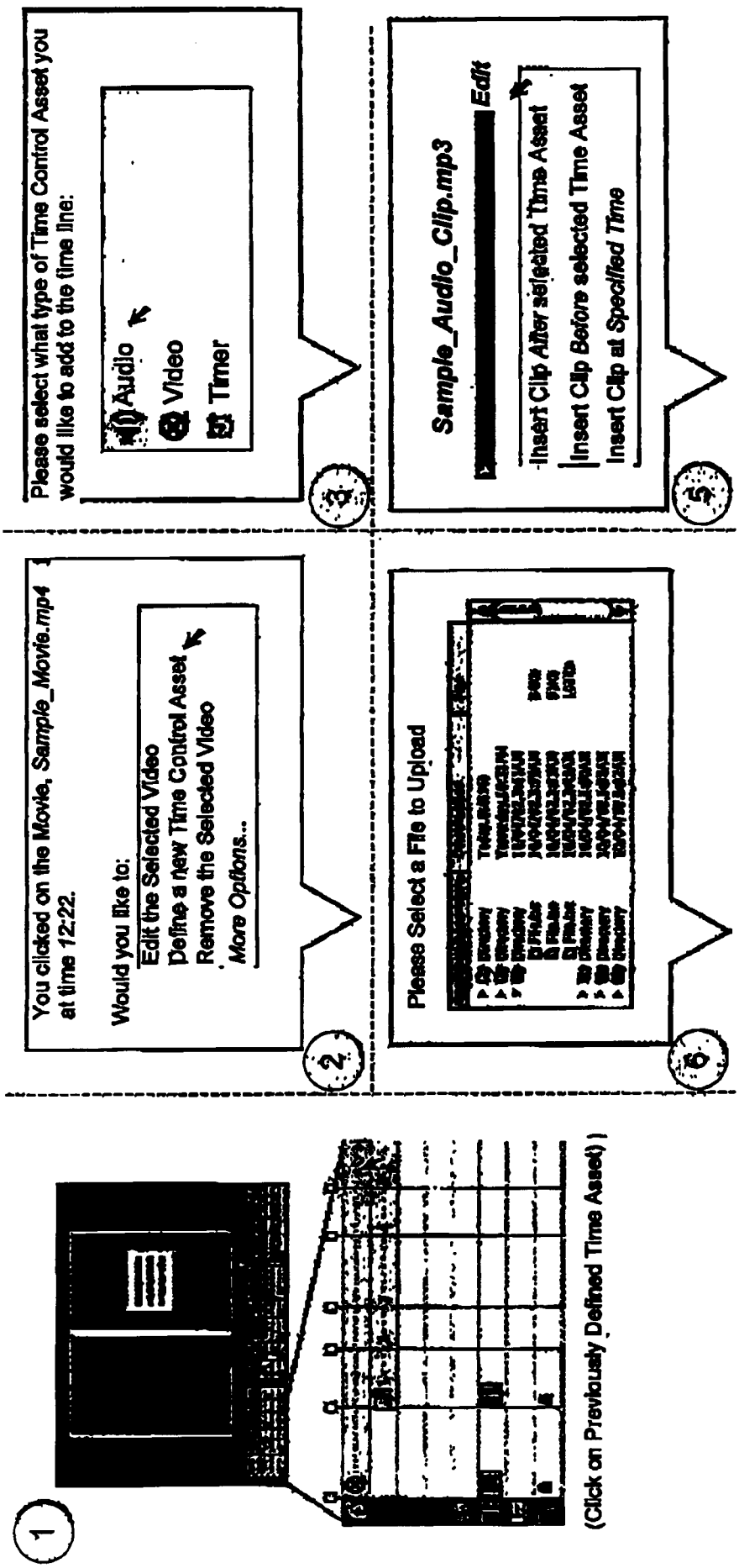

DEFINED TIME ASSET CLICK
1
(Click on Previously Defined Time Asset)
2
You clicked on the Movie, Sample_Movie.mp4 at time 12:22.
Would you like to:
Edit the Selected Video
Define a new Time Control Asset
Remove the Selected Video
More Options...
3
Please select what type of Time Control Asset you would like to add to the time line:
Audio
Video
Timer
4
Please Select a File to Upload
5
Sample_Audio_Clip.mp3
Edit
Insert Clip After selected Time Asset
Insert Clip Before selected Time Asset
Insert Clip at Specified Time

FIGURE 31B

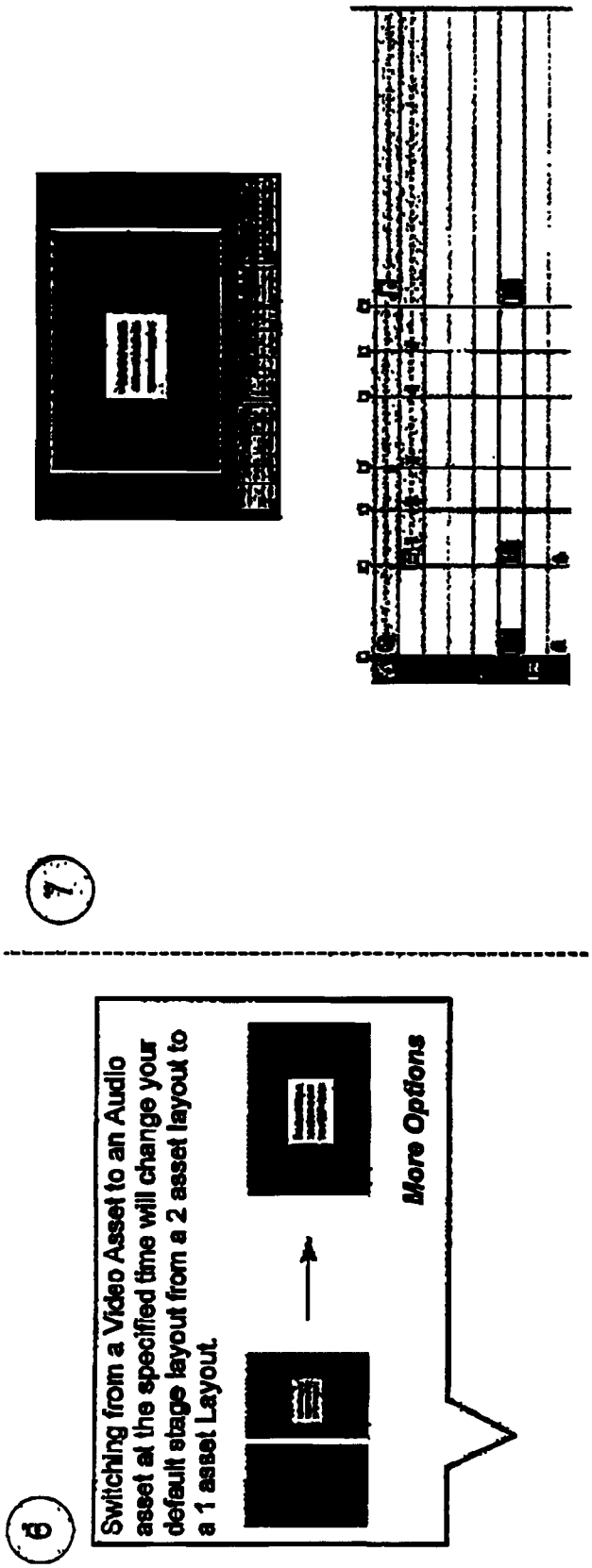

6
Switching from a Video Asset to an Audio asset at the specified time will change your default stage layout from a 2 asset layout to a 1 asset Layout.
More Options
7

FIGURE 31C

Notes

1. Scene 1 being with a 2 asset Layout with a video synced to a Power Point presentation. A user clicks on the existing video asset at time 12:22.
2. Scene 2 represents a context-aware pop-up menu that presents a user with a list of options. These menu options are dynamic and ranked by what a users highest probable desire is, based on where they clicked on the time line. In this scenario the User elects to define a new Time Control Asset
3. Based on the user's previous selection, 'Define a new Time Control Asset,' a new options menu is presented asking the user to select what type of Time Control Asset they would like to add to the time line. In this scenario, the user selects an 'Audio Asset'.
4. Based on what type of Asset a user selects to add, the system sends the user down a unique path, pertaining to the selected asset. In this scene, the user is being asked to upload the audio file they wish to use.
5. In scene 5 and audio playback widget is loaded, allowing the user to preview the audio file. Optionally, the system allows the to also do some basic editing of the audio file, if they so desire. The user is also asked, where they would like to insert the Audio File. Selecting 'Insert at Specified Time' will divide the Existing Video Clip in two segments: one before the audio clip and the remainder after the audio segment is finished.
6. The user is notified that there will be a change in the stage layout, since an audio file has nothing to display. As a result, at the specified Time, the stage will switch from a two channel layout to a single channel layout.
7. Scene 7 shows the change in stage layout, and the changes in the time line. There is a small 'Single Channel Icon' indicating the stage layout change in the Widget layout Control Track. Additionally, the addition of a time control track compresses the previous time line relative to the increase in time of the overall presentation.

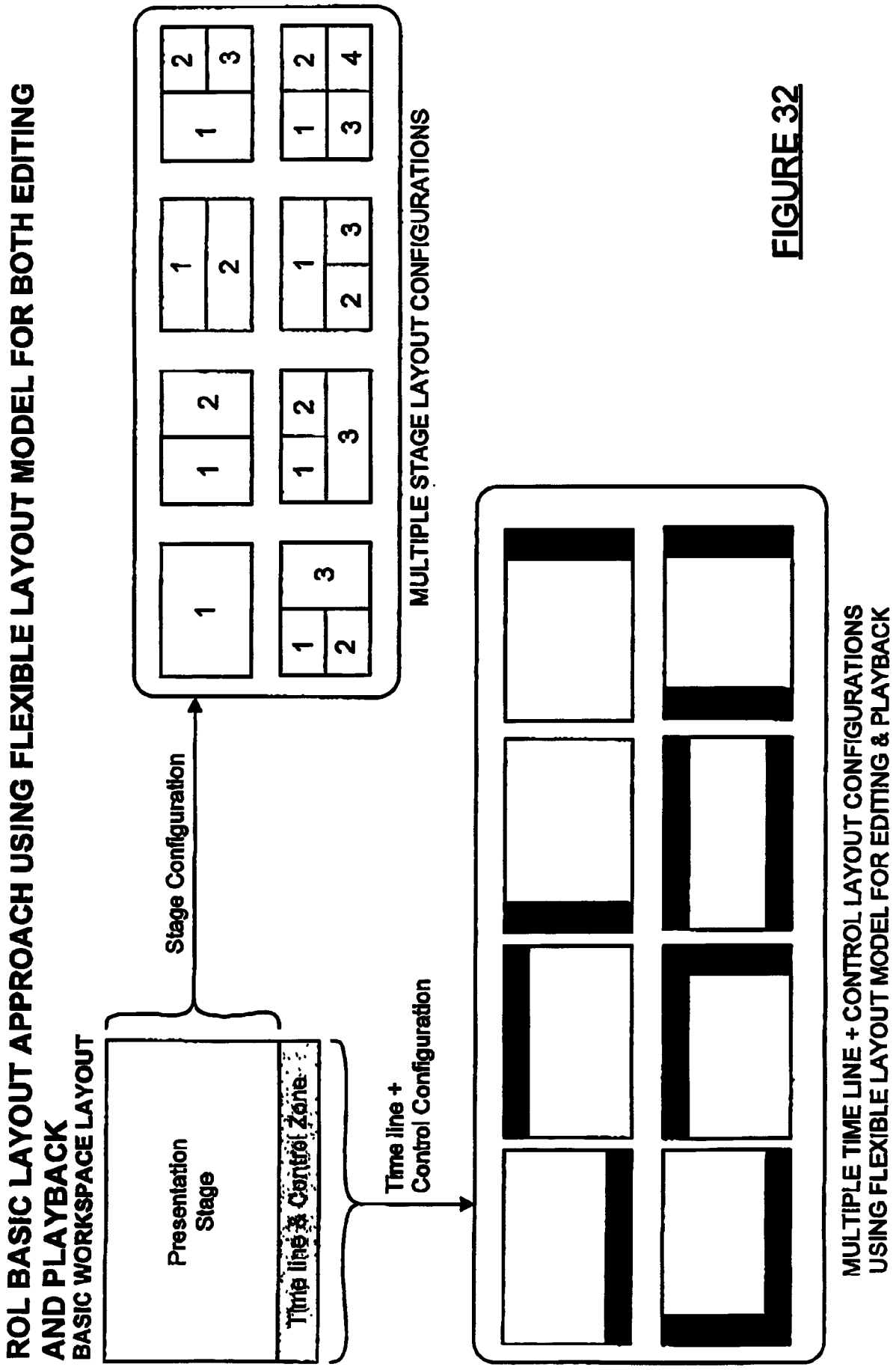

ROL BASIC LAYOUT APPROACH USING FLEXIBLE LAYOUT MODEL FOR BOTH EDITING AND PLAYBACK
BASIC WORKSPACE LAYOUT
Presentation Stage
Time line & Control Zone
Stage Configuration
Time line + Control Configuration
MULTIPLE STAGE LAYOUT CONFIGURATIONS
MULTIPLE TIME LINE + CONTROL LAYOUT CONFIGURATIONS USING FLEXIBLE LAYOUT MODEL FOR EDITING & PLAYBACK

FIGURE 32

FIGURE 33

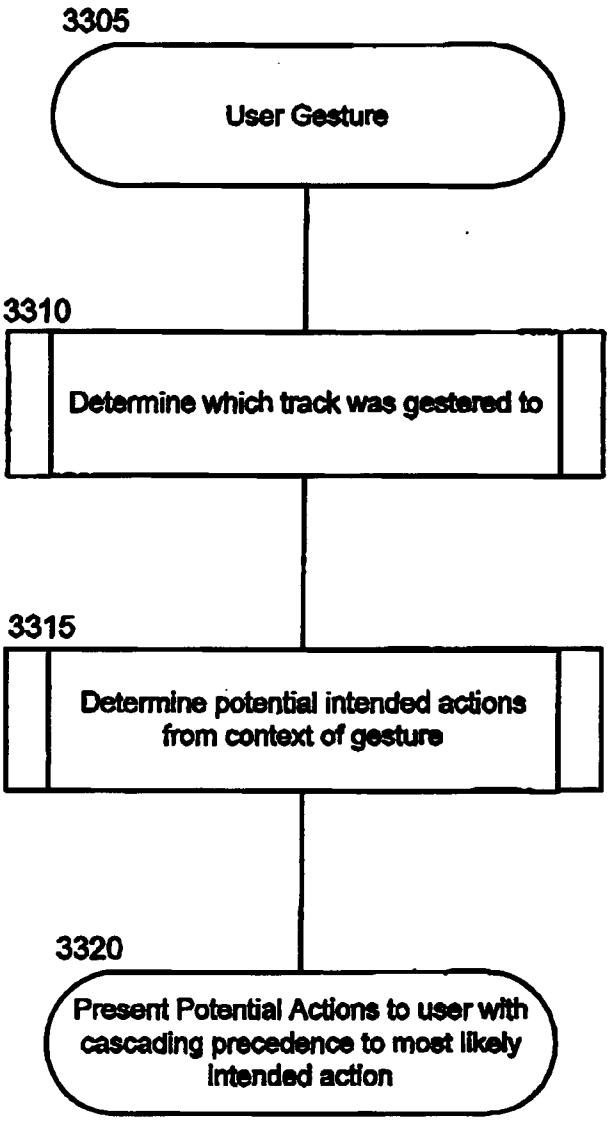

3305
User Gesture
3310
Determine which track was gestered to
3315
Determine potential intended actions from context of gesture
3320
Present Potential Actions to user with cascading precedence to most likely intended action

FIGURE 34

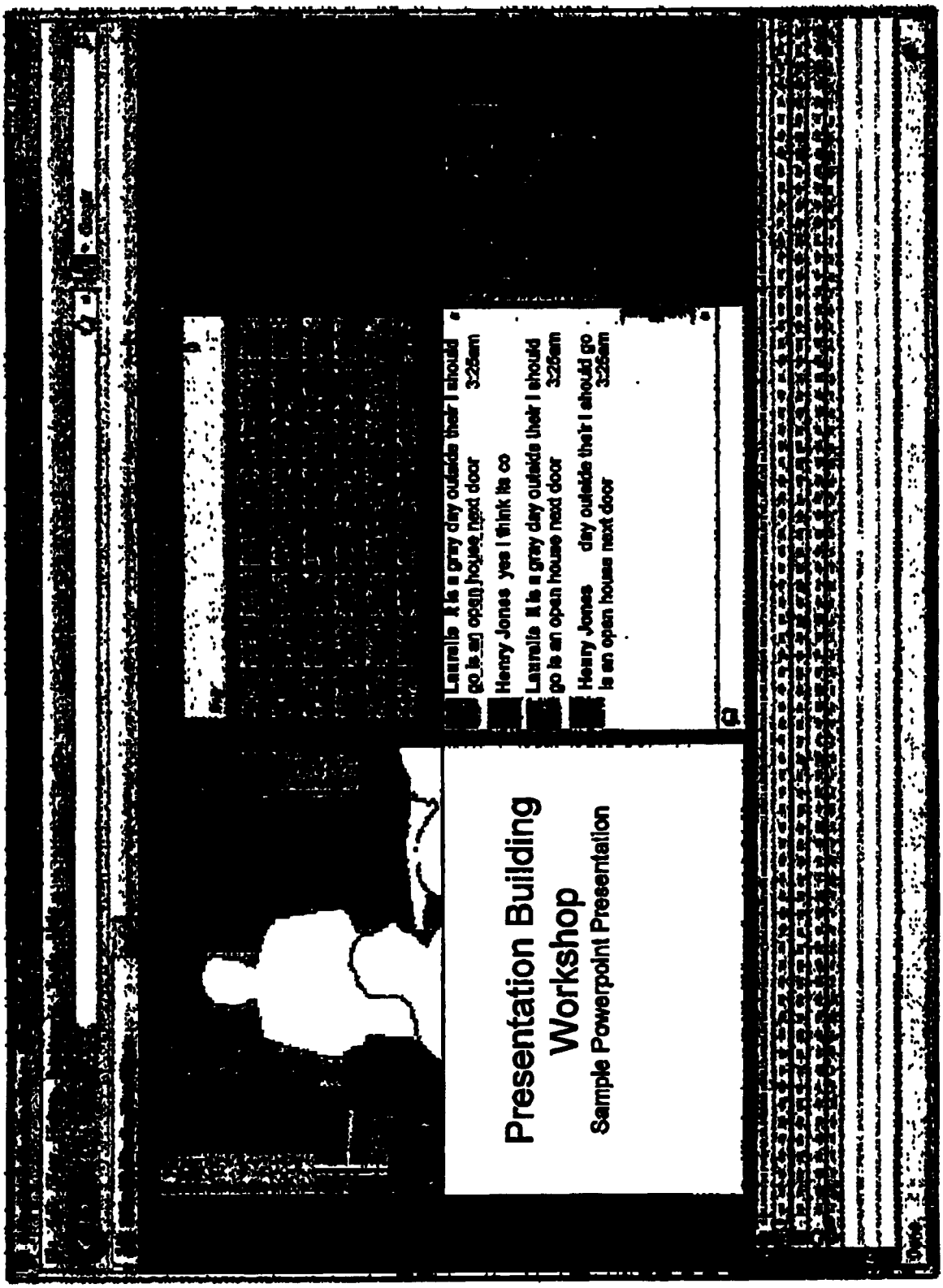

Presentation Building Workshop
Sample Powerpoint Presentation
Laurelle it is a gray day outside their I should go is an open house next door 3:26pm
Henry Jones yes I think its co
Laurelle it is a gray day outside their I should go is an open house next door 3:26pm
Henry Jones day outside their I should go is an open house next door 3:26pm

FIGURE 35

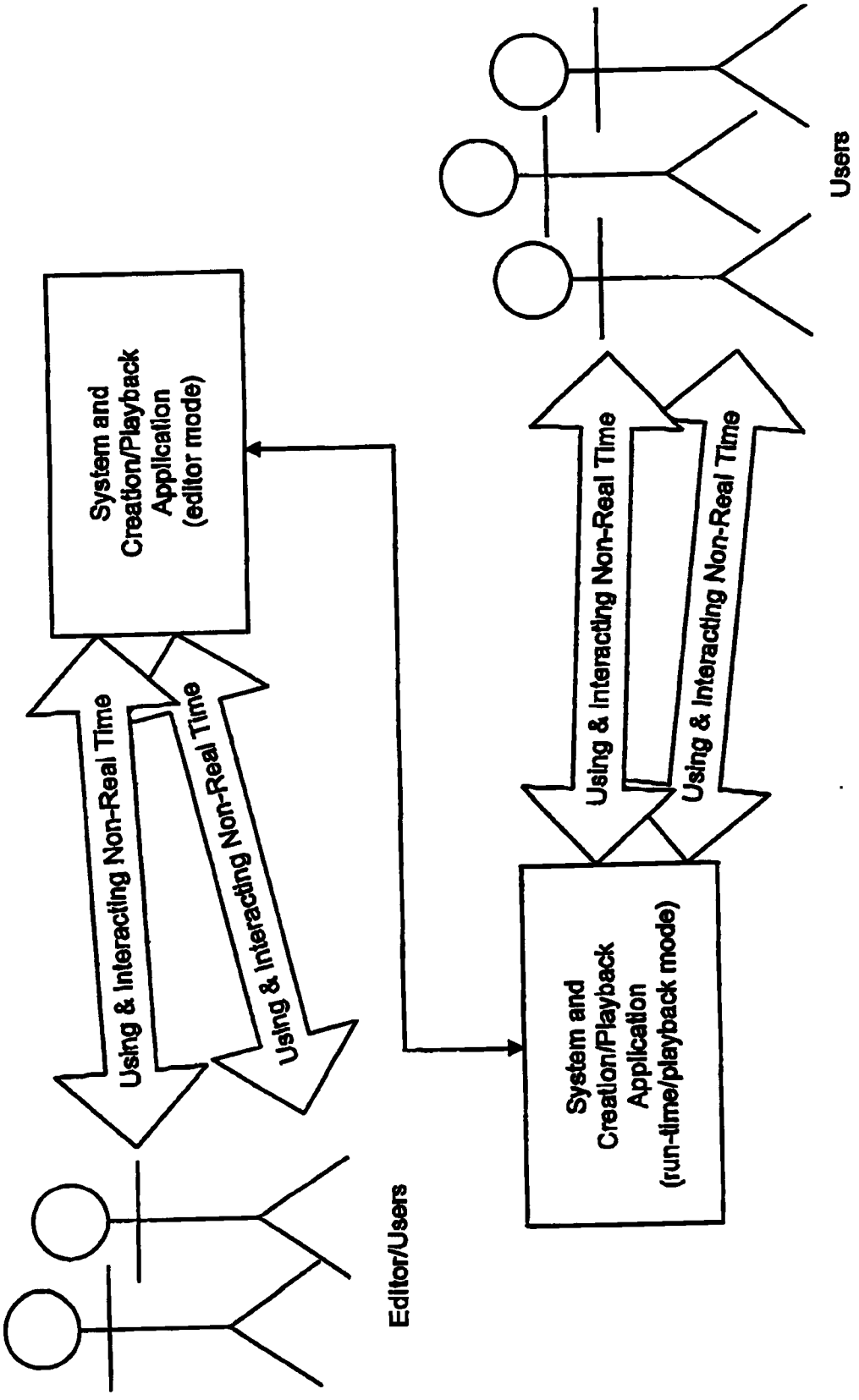
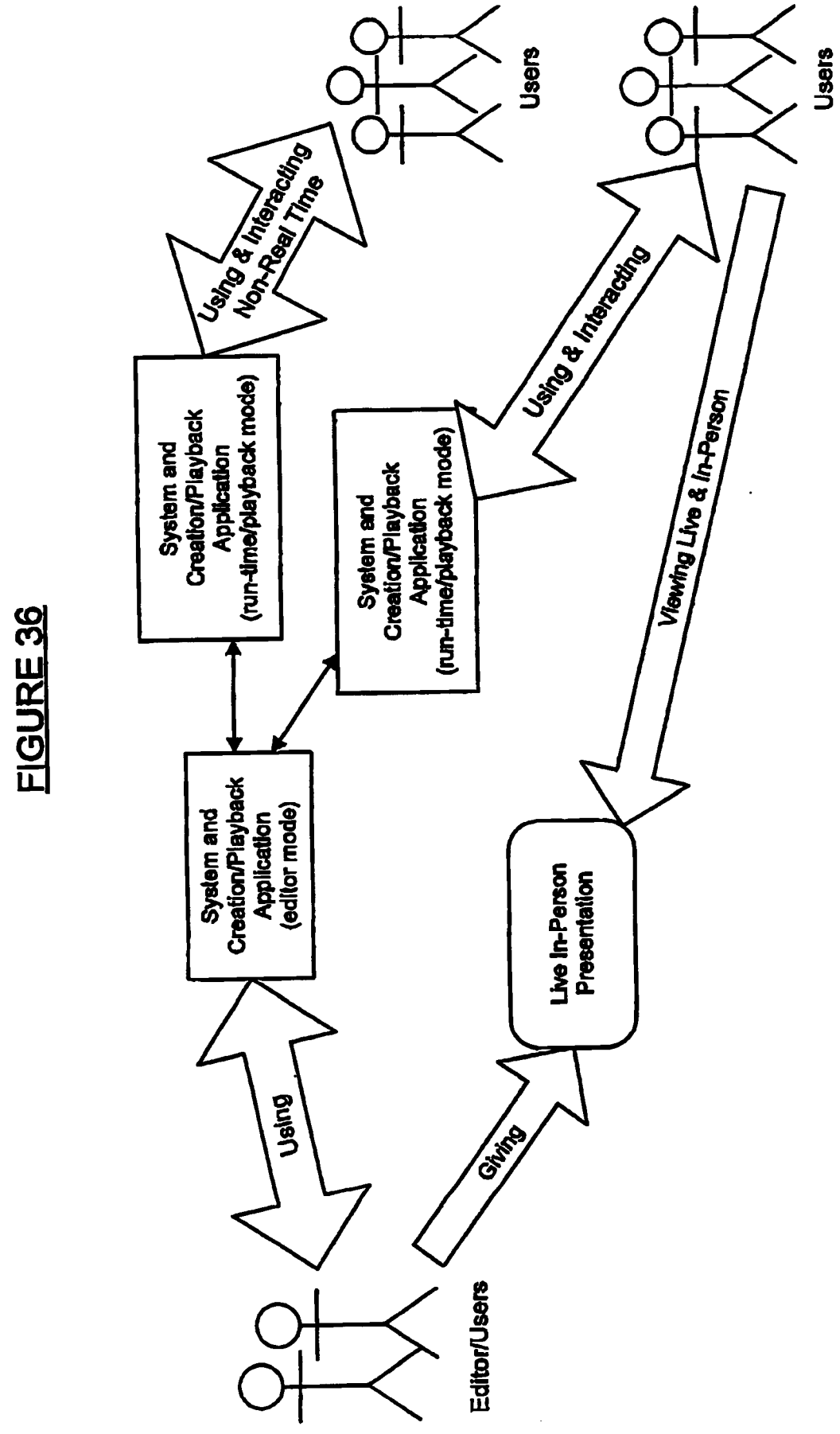
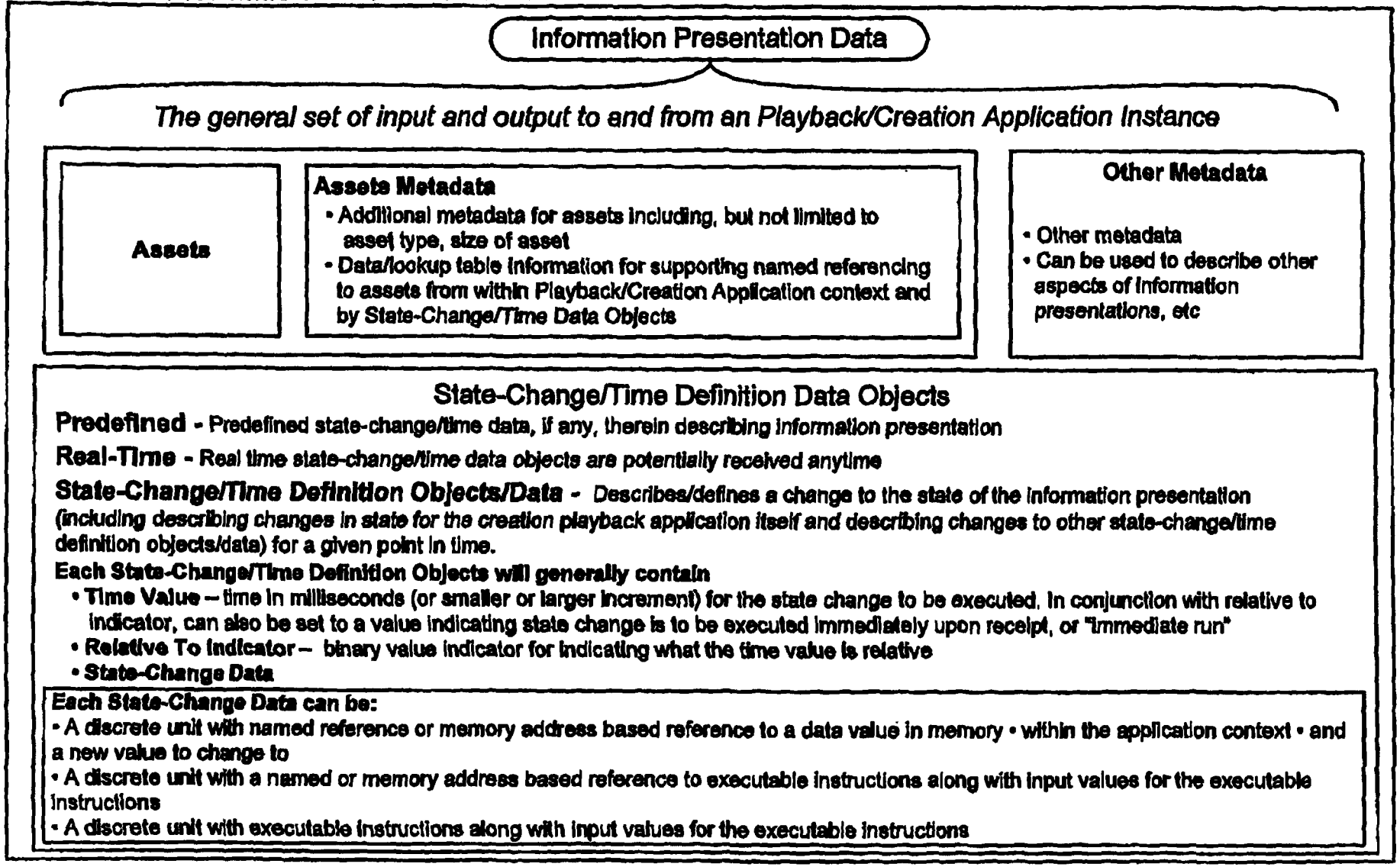

System and Creation/Playback Application (editor mode)
Using & Interacting Non-Real Time
Using & Interacting Non-Real Time
Editor/Users
System and Creation/Playback Application (run-time/playback mode)
Using & Interacting Non-Real Time
Using & Interacting Non-Real Time
Users

FIGURE 36


Users
Users
Using & Interacting Non-Real Time
Using & Interacting
Viewing Live & In-Person
System and Creation/Playback Application (run-time/playback mode)
System and Creation/Playback Application (run-time/playback mode)
System and Creation/Playback Application (editor mode)
Live In-Person Presentation
Using
Giving
Editor/Users

Details on Information Presentation Data

FIGURE 37



RECTIFIED SHEET (RULE 91)

FIGURE 38A

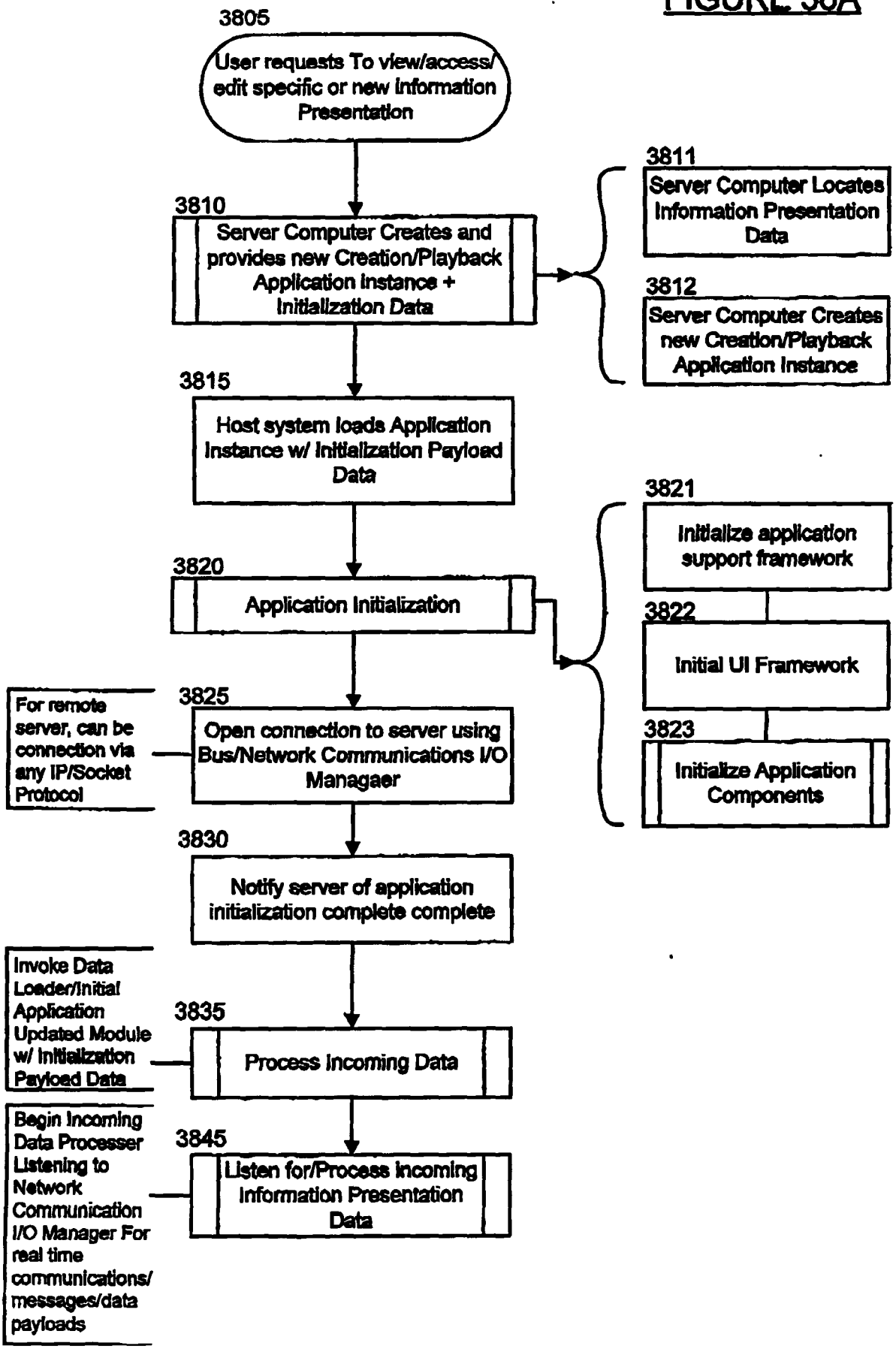
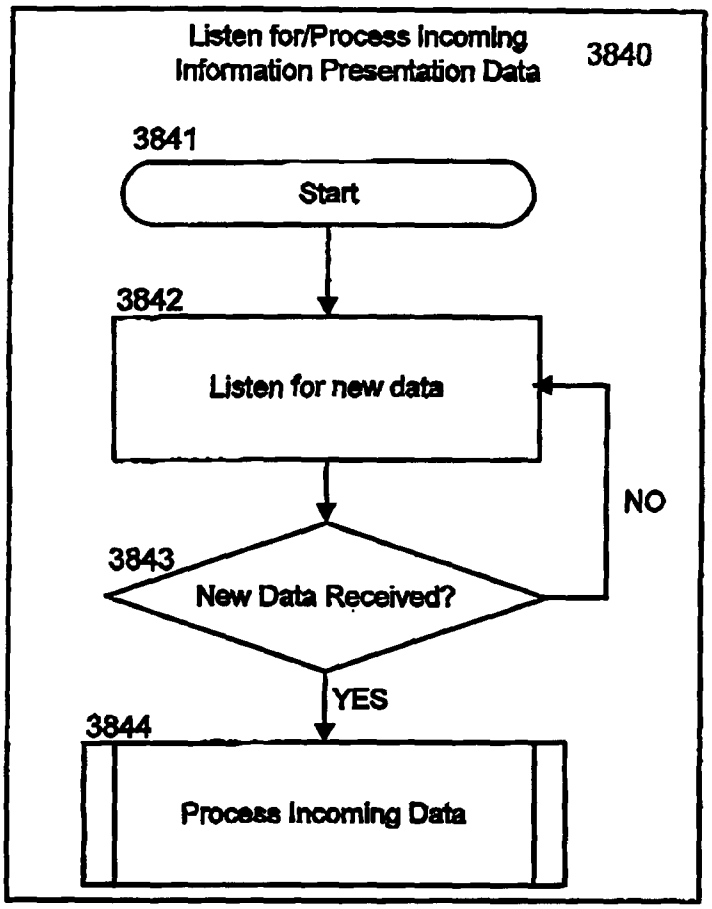

3805
User requests To view/access/ edit specific or new Information Presentation
3810
Server Computer Creates and provides new Creation/Playback Application Instance + Initialization Data
3811
Server Computer Locates Information Presentation Data
3812
Server Computer Creates new Creation/Playback Application Instance
3815
Host system loads Application Instance w/ Initialization Payload Data
3820
Application Initialization
3821
Initialize application support framework
3822
Initial UI Framework
3823
Initialize Application Components
For remote server, can be connection via any IP/Socket Protocol
3825
Open connection to server using Bus/Network Communications I/O Managaer
3830
Notify server of application initialization complete complete
Invoke Data Loader/Initial Application Updated Module w/ Initialization Payload Data
3835
Process Incoming Data
Begin Incoming Data Processer Listening to Network Communication I/O Manager For real time communications/ messages/data payloads
3845
Listen for/Process incoming Information Presentation Data

FIGURE 38B


Listen for/Process Incoming Information Presentation Data
3840
3841
Start
3842
Listen for new data
NO
3843
New Data Received?
YES
3844
Process Incoming Data

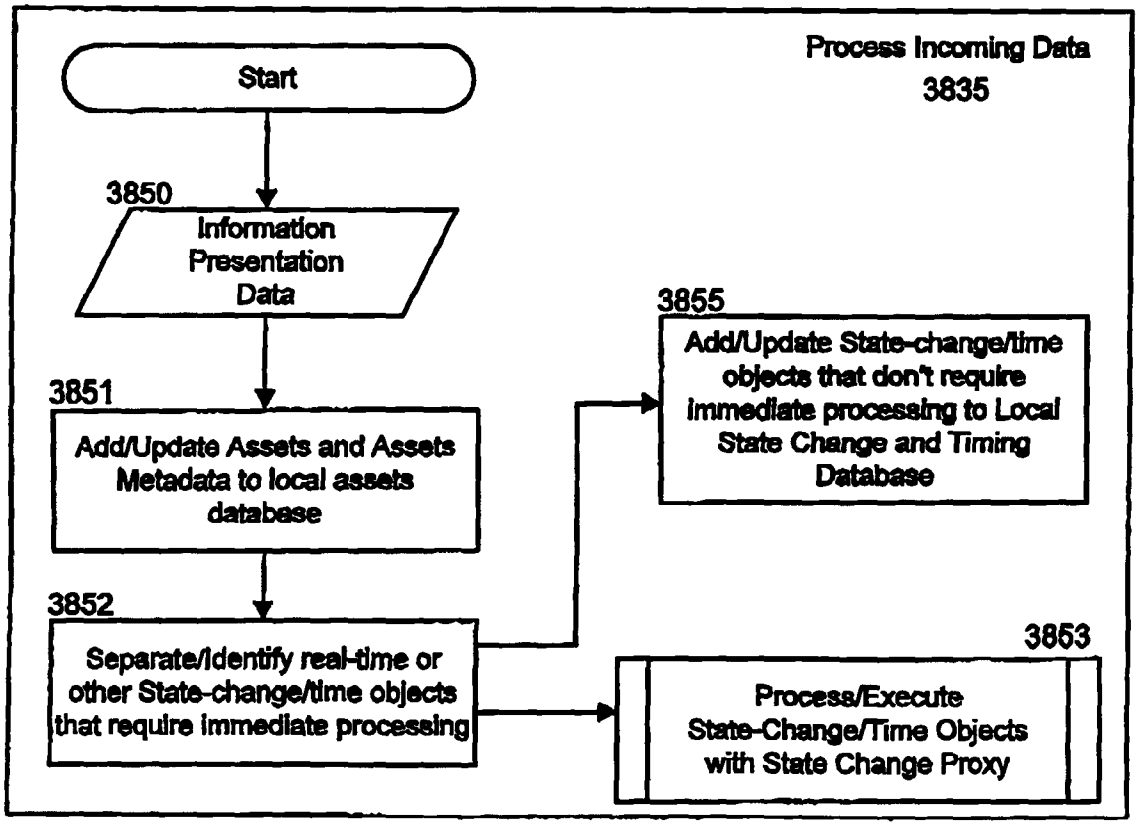
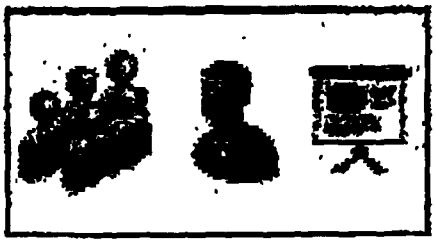

Process Incoming Data
3835
Start
3850
Information Presentation Data
3851
Add/Update Assets and Assets Metadata to local assets database
3852
Separate/Identify real-time or other State-change/time objects that require immediate processing
3855
Add/Update State-change/time objects that don't require immediate processing to Local State Change and Timing Database
3853
Process/Execute State-Change/Time Objects with State Change Proxy

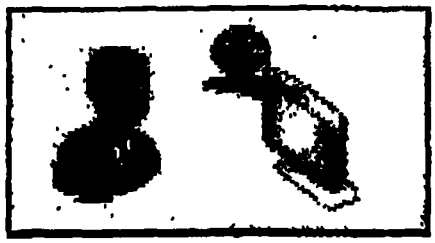
FIGURE 39A

EDITING A RECORDED OR EXISTING INFOMRATION PRESENTATION

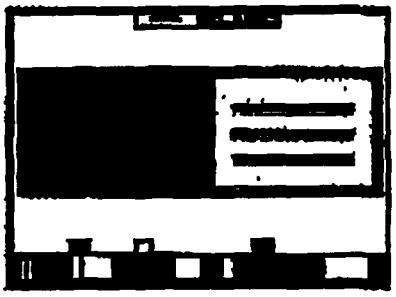


Professor X gave a live presentation in front of an audience that was recorded using an editor mode embodiment, and now he is editing it, so he can publish it online. (1a)

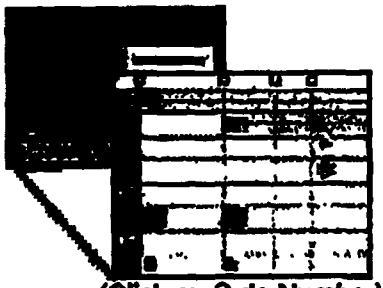
-OR-



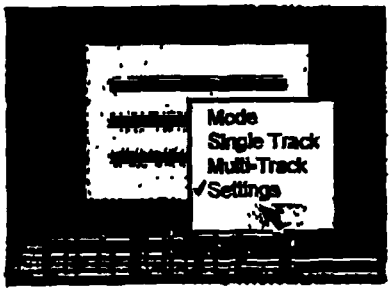
Professor X delivered an information presentation as a live online seminar using an editor mode embodiment using his desktop computer and also had the application in record mode, one year ago that he wants to reuse, edit and publish. (1b)



Professor X is sitting in his office, reviewing his presentation. At one point in his presentation, Professor X notices that some of his material need to be edited, so he pauses the presentation at the designated spot. (2)



(Click on S de Number)
Professor X clicks on the relevant slide display indicator on the multiple track time line and uses the user interface to switch it out with an updated version of the slide he has created. (For details see Click-Slide Number Story.) (5)

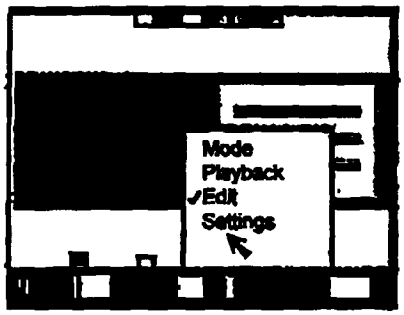


Once Professor X is finished making Edit to his presentation, he decides to publish the presentation for On Demand Viewing. Professor X goes into the settings of the presentation by right clicking on the time line bar and selecting "Settings." (7)

Settings:
Save as Template
Save Presentation on Drive
✓ Publish to server for Viewing

(8)

FIGURE 39B



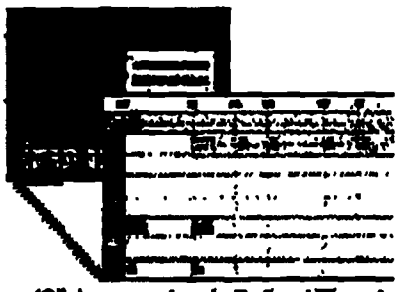
Professor X Switches from run-time/playback mode to editor-mode by right clicking on the time line and selecting "Edit"

3

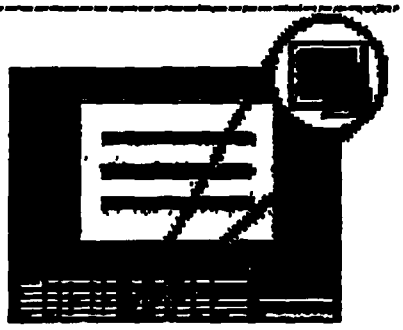


A MultiTrack Time line appears on the screen and Professor X is now in Edit Mode.

4

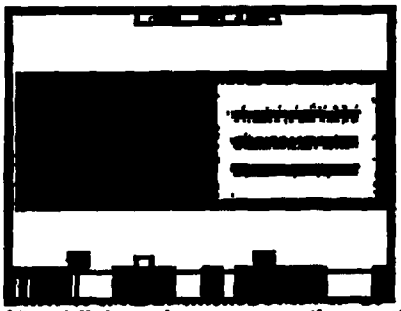


(Click on previously Defined Time Asset)



Next Professor X, must update the accompanying Video. He could record a new video presentation using his web cam, but he wants to keep the integrity of the presentation intact and mask his edits. So, Professor X opts to include his edit as an Audio track. He clicks on the time line asset Video at the specified time, uploads his new Audio File, and locks the stage into a single channel view, so viewers only hear his voice and see the newly defined slide. (for more details on editing Time Line assets, see Click-Defined Time line Asset Story.)

6



Once Professor X publishes the presentation to the server for viewing and configures the permission settings, his edited presentation is ready to be viewed online!

9

Notes

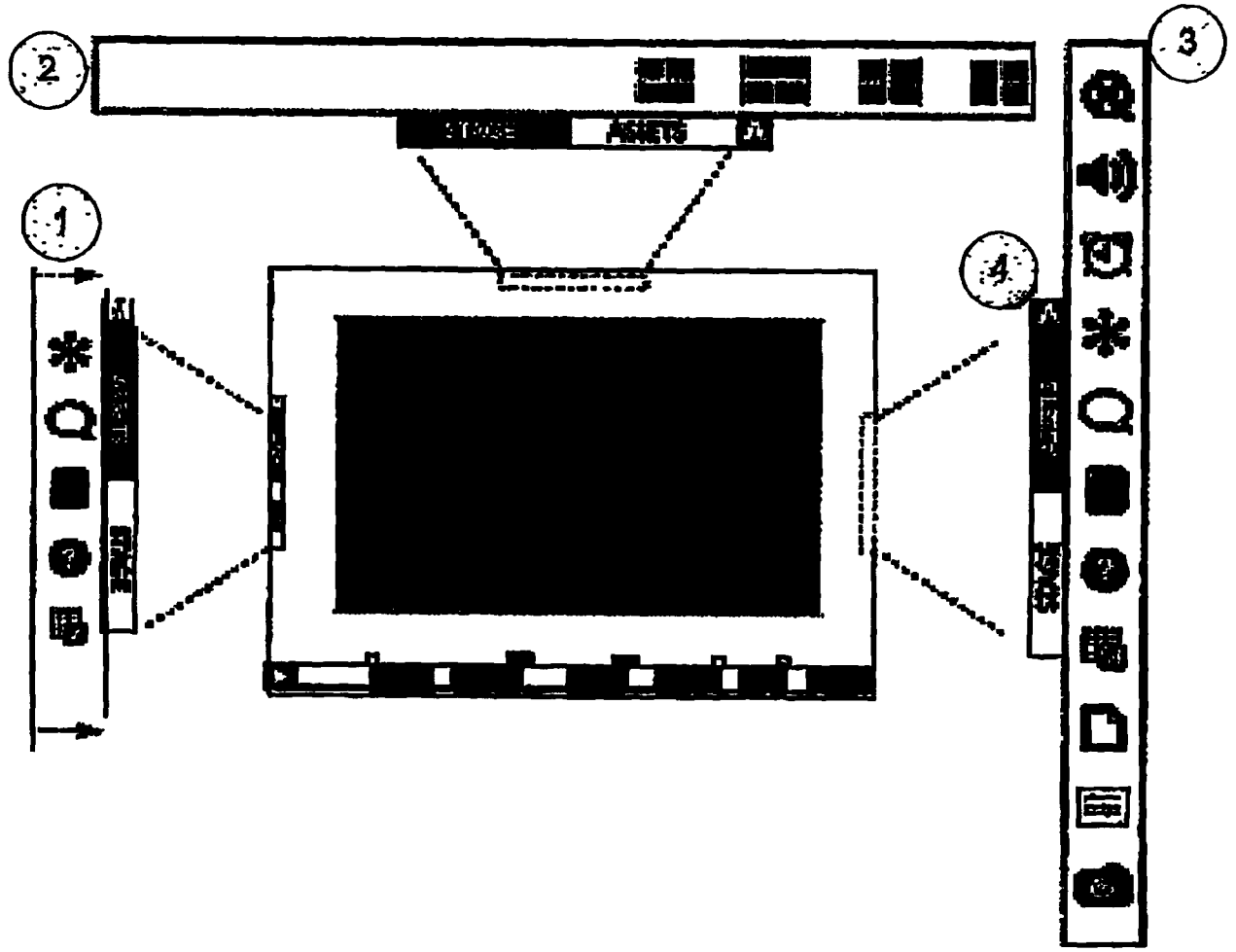
FIGURE 40A

MANIPULATE/EDIT THE PRESENATION OF INFORMATION EMBODIMENT EXAMPLE

Change layout of assets, add/remove assets, activation and deactivation of automatic play mode and manual play mode

This diagram illustrates several embodiments of a user or editors ability to manipulate the presentation of information over time, specifically focused on 1) the ability to manipulate the layout of the presentation of information over time 2) the assets which are displayed at a point in time 3) the ways in which and the ability of a user to enter into and out of manual mode and automatic mode.

By manipulating the presentation in run-time mode, such as selecting/ configuring/changing the layout or adding/removing assets from the screen, or inviting other users to collaborate, the presentation will can move from its predefined format (automatic play mode) into manual play mode, wherein the presentation in manual mode no longer conforms or implements the predefined presentation's display/activation of assets and layout changes. The user/ editor can immediately switch back to automatic mode with a single user gesture, such as clicking on a button.



RECTIFIED SHEET (RULE 91)

FIGURE 40B

1. A graphical user interface control with options to change/edit the information presentation, specifically, add/remove assets, change the information presentation or stage layout, and switch between Automatic and manual mode, can reside on the Left, Right, or Top of the Screen. When a user/editor points to such control, such as with a mouse device or touch screen device, a menu can be displayed and can contain a list of menu option.

2. Selecting a 'Stage' or 'Layouts' button can present to the editor or user a list of presentation layout configurations and options that allow the user to choose between several recommended layout options based contextually on what assets are active.

3. An assets button can 'Assets' display to the user/editor a list or set of buttons or set of icons or other graphical user interface controls that a user may use to select, add or remove assets from the information presentation or modify the assets settings.

4. If in manual mode, a user can click a button or perform a user gesture to immediately return to and toggle into automatic mode

5. User/editors can also modify the stage layout by moving assets around on the stage, as well as dragging and dropping new assets onto the stage.

FIGURE 41A

Multiple Usage Scenarios: Predefined Presentation, Configuration or Real Time Widgets, Run time Playback

An editor/presenter is creating a predefined information presentation using the editor and wants to enable real-time interactive and collaborative widgets and features within the presentation. Specifically, he wants users of the presentation to be notified when he is online and available for interaction and collaboration with users, as well as encourage interaction and collaboration between users.

FIGURE 41B

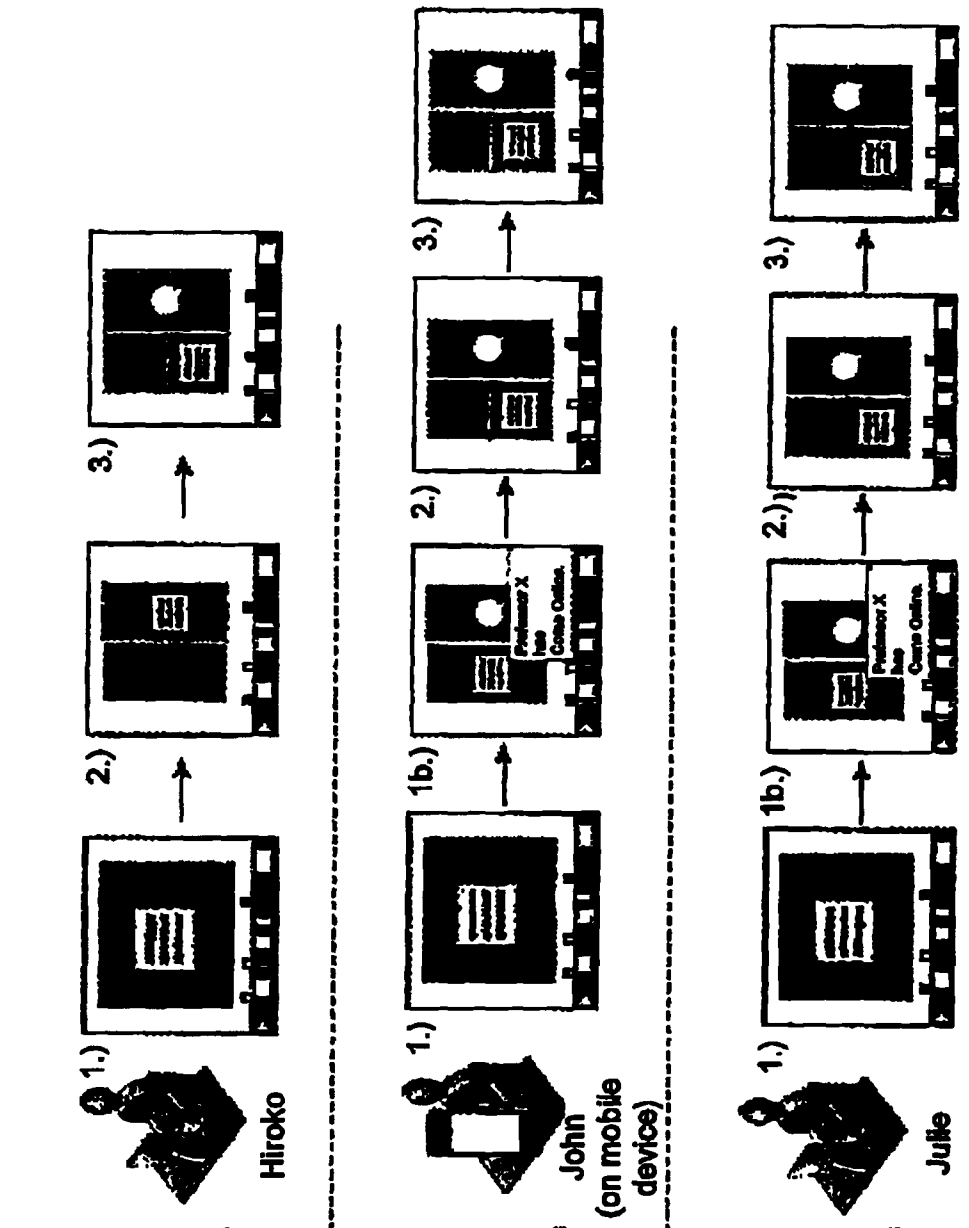
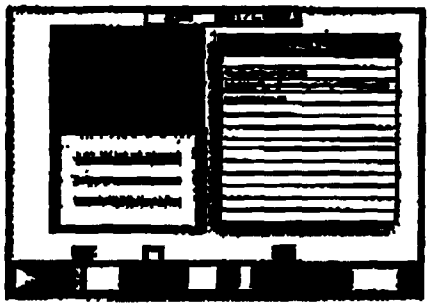

Scenario 1
Hiroko view Professor X's predefined presentation. Professor X is not online, but Hiroko can activate the chat widget and video-chat widget and collaborate and interact with other available friends and presentation viewers in real-time. When Hiroko modifies/edits the run-time presentation and adds the chat widget the presentation mode changes to manual mode.
1.)
2.)
3.)
Hiroko
Scenario 2
John, like Hiroko is a user viewing Professor X's predefined presentation. (1). However, during John's viewing session Professor X randomly comes online (1b). This interrupts the predefined layout to expose the chat widget (2). Because the chat widget is appearing due to Professor X's configuration during edit mode, the presentation is still in automatic play mode.
1.)
1b.)
2.)
3.)
John (on mobile device)
Scenario 3
Julie, like Hiroko and John is a user viewing Professor X's predefined presentation. During Julie's viewing session Professor X's Office Hours occur (1b). This interrupts the predefined layout to expose the chat widget (2). Because the chat widget is appearing due to Professor X's configuration during edit mode, the presentation is still in automatic play mode.
1.)
1b.)
2.)
3.)
Julie

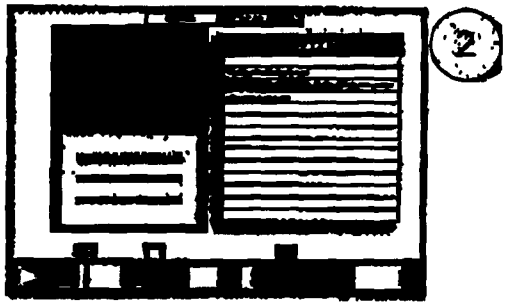
FIGURE 42A

Multiple Usage Scenarios: Predefined Presentation in Run Time Mode with Real-Time Widgets and Real-Time Collaboration Mode



Julie is watching a presentation by Professor X and using the document editing widget to create/edit notes as she views the presentation.

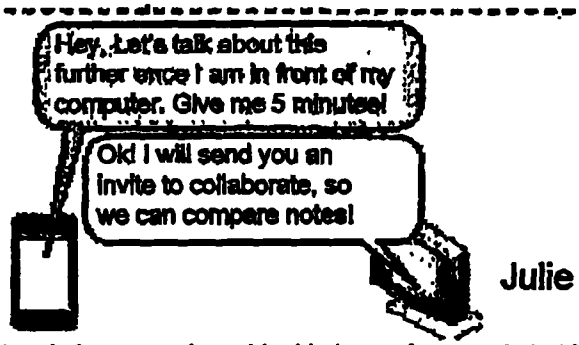
1



2

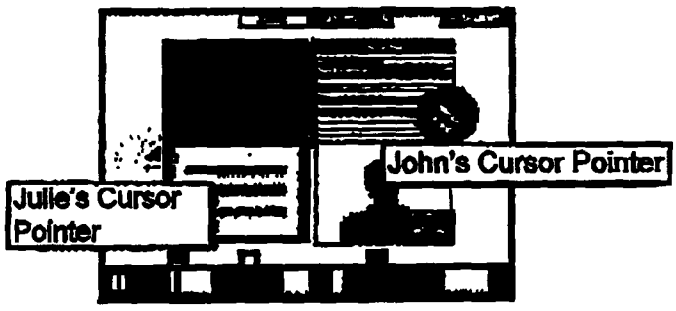
At one point in the presentation Julie gets confused by a few of the topics in the presentation. Julie activates the available user list widget to see if any other users are available to interact or collaborate, in order for her to work together with other users on the topic she is confused about.

5



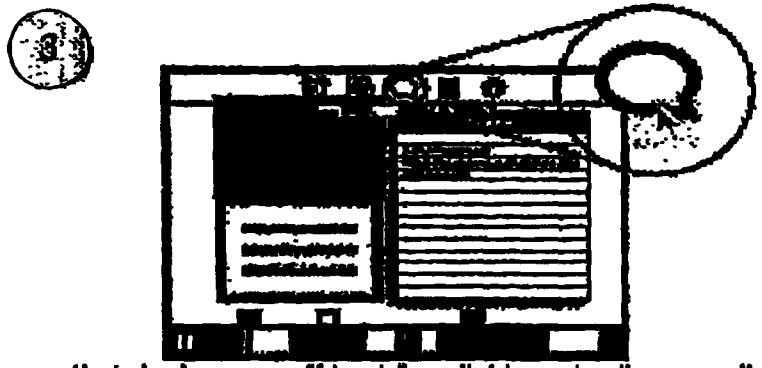
John, who is both Julie's "friend" and classmate, is on his ride home from work, but is on his mobile device's own chat/message application and sees and responds to Julie's request. Julie asks John to view and collaborate within the presentation, and though he could do so from his mobile phone, he asks to wait until he can access from his laptop computer.

7

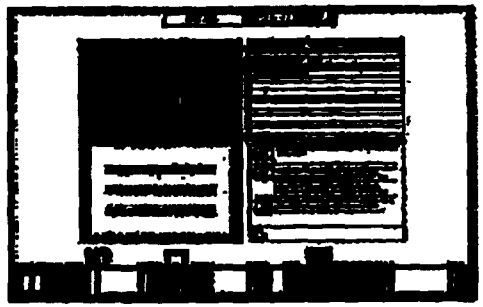


When John arrives home, he opens up his e-mail and clicks on the link Julie sent him. He logs into the system, and is taken to the presentation. Johns presentation is the synced to Julie's presentation and workspace. The system automatically activates video chat widget, replacing the text chat widget. All collaborators in the presentation have their own cursor/mouse control pointer/indicator and can all together at the same time, view every other collaborator's pointer indicator as well as each independently control the presentation. Julie shows John the presentation segment that she has trouble with and discusses via audio chat with John her notes.

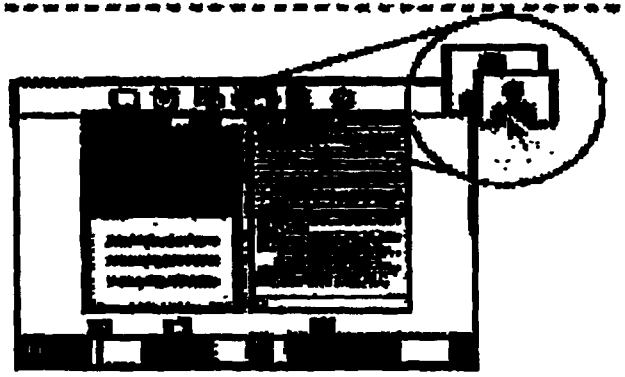
FIGURE 42B



Julie sees that she has some "friends" available and online as well as some other users viewing the presentation that are available. Julie pauses the presentation and activates the chat widget to seek out help from someone. Julie had the presentation in automatic mode, buy by activating the chat widget and thereby adding to the screen, the presentation is taken out of automatic play mode and into manual play mode.



The chat widget is automatically laid out on the stage. Using the chat widget, Julie asks her friends, classmates and other users for some clarification about the topics.



Julie then activates Collaborate Mode and some configuration options for the mode.

To collaborate in this presentational share your workspace with another user share the following link with them:

www.learn.lo/userid=Julie/n923nr981234rnfow/

Automatically activate the following collaborative widgets when a user joins (optional):

- ☐ Chat Client
- ☑ Audio Chat
- ☑ Video Chat
- ☑ Mouse Control Sharing

E-mail to:
John S.
(add another user)

RECTIFIED SHEET (RULE 91)

FIGURE 42C

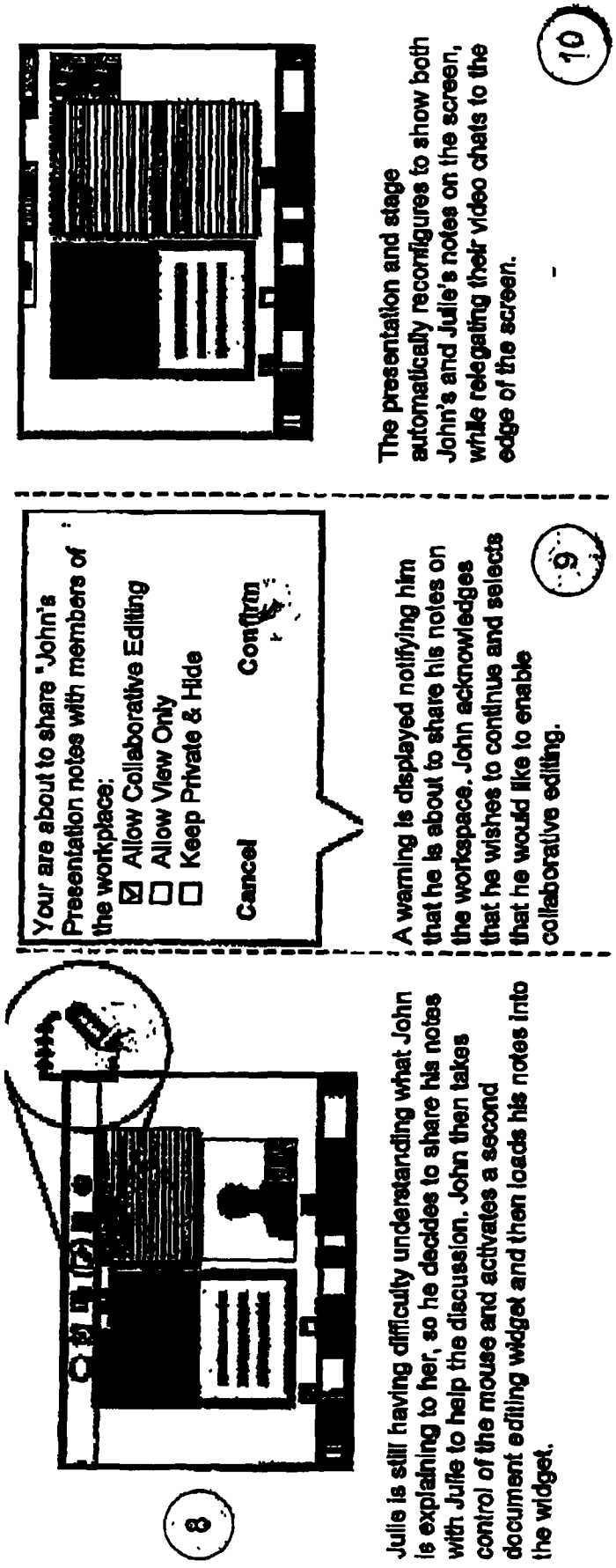
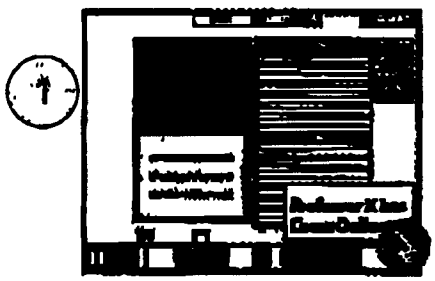
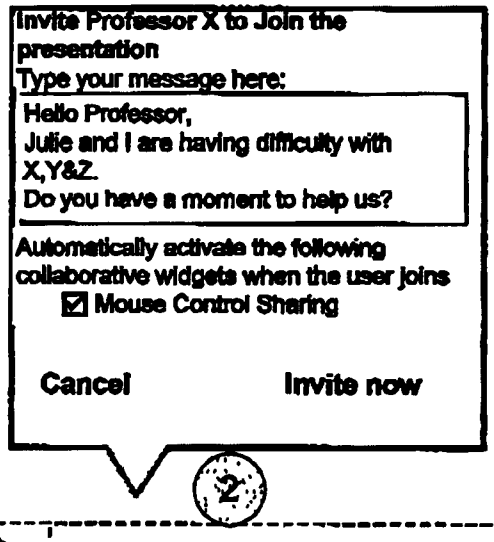

Your are about to share "John's Presentation notes with members of the workplace:
☑ Allow Collaborative Editing
☐ Allow View Only
☐ Keep Private & Hide
Cancel
Confirm
8
Julie is still having difficulty understanding what John is explaining to her, so he decides to share his notes with Julie to help the discussion. John then takes control of the mouse and activates a second document editing widget and then loads his notes into the widget.
9
A warning is displayed notifying him that he is about to share his notes on the workspace. John acknowledges that he wishes to continue and selects that he would like to enable collaborative editing.
10
The presentation and stage automatically reconfigures to show both John's and Julie's notes on the screen, while relegating their video chats to the edge of the screen.

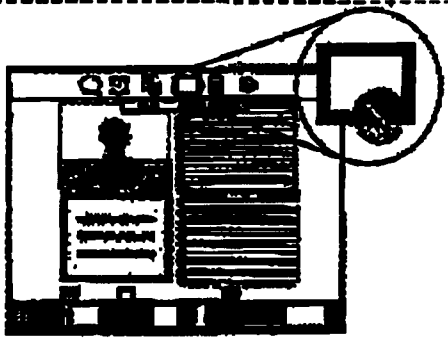
FIGURE 43A

Multiple Usage Scenarios: Predefined Presentation in Run Time Mode with Real-Time Widgets and Real-Time Collaboration Mode, Part 2

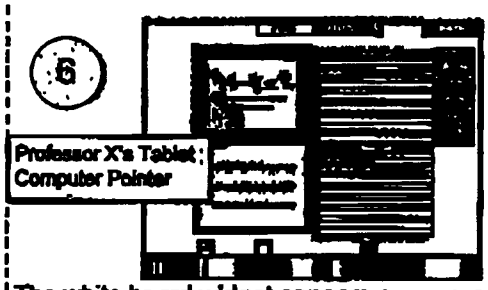


As John and Julie are discussing the topic. A notification indicating that Professor X has come online pops up. John immediately recommends they bring him into the conversation and seek clarification from him. He click on the notification.

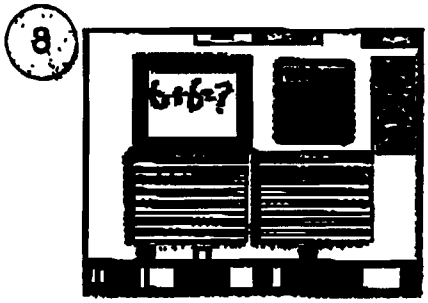




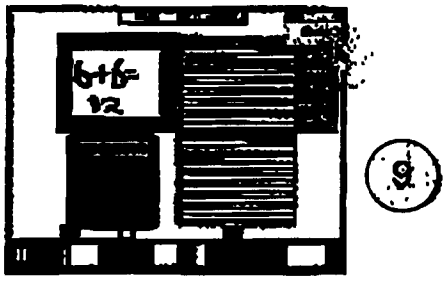
Professor X then navigates to and activates the white board widget, so he can write and draw explanations for John and Julie to view.



The white board widget appears on screen. Because Professor X's tablet computer has a touch screen, he can draw/write using his fingertips or a stylus on the touchscreen. He draws and writes explanations with Julie and John also draw and write on the white board, using their mouse instead.



Finally Julie gets the answer and understands the topic! She thanks Professor X and John for all of their help.

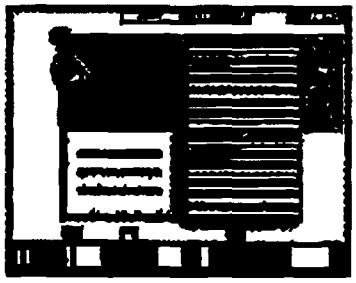


Julie ends the collaborative mode and work session by clicking on the green sharing notification and clicking "End."

FIGURE 43B

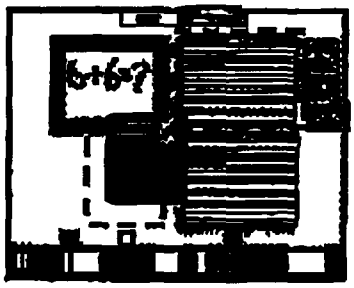


Professor X agrees to help John and Julie, and joins from his tablet computer, where he is then synced with the presentation and workspace. John and Julie, explain their confusion by showing him the segment of his presentation that is troubling them and their accompanying notes. (3)



Once Professor X understands the problem closes out the video player widget, because he doesn't need it.

(4)

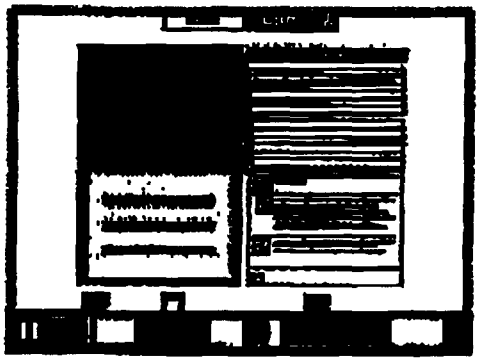


(7)



When Professor X is finished with his explanation, he writes another problem for Julie to solve, in order to make sure that she firmly grasps the concept.

Julie decides that to solve the problem, she'd like to also use the calculator widget. Julie uses her cursor pointer control and closes the document presentation widget containing the slides and activates the calculator widget. Julie moves the widget to a location that suits her taste by dragging it where she wants, and begins to solve the problem.



(10)

Once she ends collaborative mode session, the presentation can automatically revert to its state previous to collaboration, and Julie can also revert back to automatic mode as well.

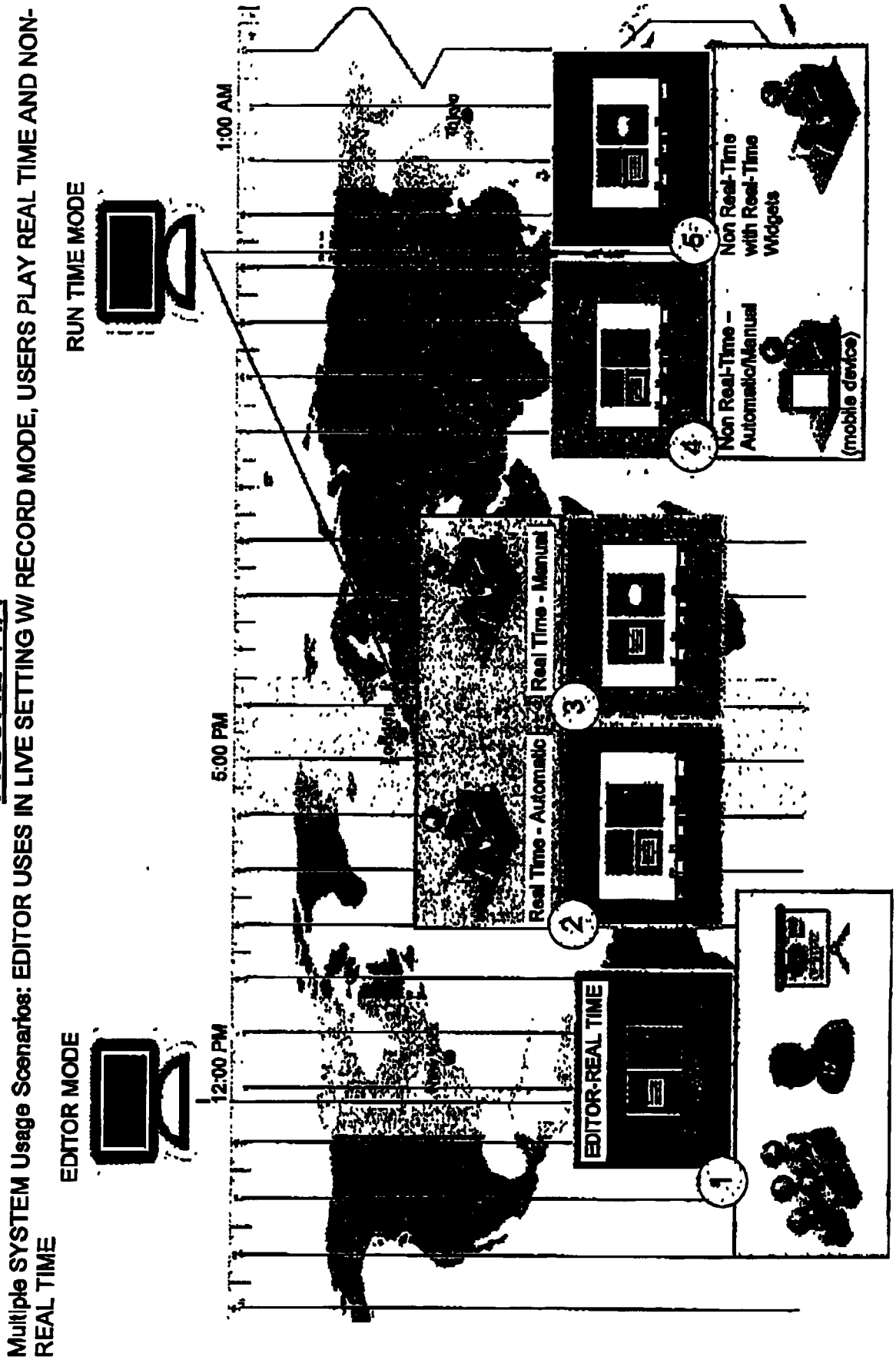

Multiple SYSTEM Usage Scenarios: EDITOR USES IN LIVE SETTING W/ RECORD MODE, USERS PLAY REAL TIME AND NON-REAL TIME
EDITOR MODE
RUN TIME MODE
12:00 PM
5:00 PM
1:00 AM
EDITOR-REAL TIME
Real Time - Automatic
Real Time - Manual
Non Real-Time – Automatic/Manual
Non Real-Time with Real-Time Widgets
(mobile device)
1
2
3
4
5

FIGURE 44A

FIGURE 44B

Scene 1 depicts an editor/presenter delivering a live presentation in New York at 12:00 PM. A live audience is witnessing the presenter deliver a in-person presentation. As the presenter delivers the in person presentation, he uses an embodiment of the system in edit mode to edit/ define the presentation "on the fly", (changing the state of the information presentation, such as adding/removing assets and changing layout, etc) throughout the duration of the presentation. Additionally, the system is set into the record sub-mode and records the state changes and their times as the information presentation is being edited/defined and delivered in real time.

Scene 2 & 3 take place in London where is it 5:00 PM. Using the system in run-time mode, users are able to witness and interact with the information presentation and with other available users, including the editor, in real-time, using such capabilities as the chat widget, video chat etc. In scene 2, the User is witnessing the presentation in Automatic mode. In other words, he is viewing the presentation exactly as the presenter specified/specifies. In Scene 2, the presented has specified a 3 channel layout that includes a live video feed, a Power Point Presentation, and a Calculator Widget.

In Scene 3, however, the user has opted to run the live presentation in manual mode, configuring his workspace (as allowed by the presenter) to his liking. The user in Scene 3 has opted to listen the audio stream of the live presentation, while viewing the sides, and activating the chat widget to converse with other users.

Scenes 4 & 5 take place in Tokyo, Japan. Since it is 1:00AM in Japan at the time of the live presentation, users will opt not to not see the presentation until they wake up the next morning.

In Scene 4, a user is viewing the published on-demand version of the information presentation. The user can view it in automatic mode, seeing the presentation exactly as the instructor intended/defined/recorded, or the user may (where permitted by the editor) modify the layout of the presentation and view it in manual mode.

In Scene 5 a user is viewing a non-real time version of the presentation, but is chatting with the professor who delivered the presentation at a time in which both parties happen to be online.

FIGURE 45A

MULTIPLE SYSTEM USAGE SCENARIOS: EDITOR USES IN LIVE SETTING W/RECORD MODE, USERS PLAY REAL-TIME AND NON-REAL TIME

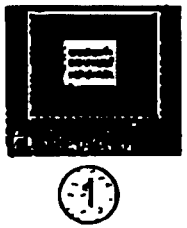
Here we analyze the impact of a change a presenter makes to a live presentation across all user groups. For the sake of this example, we assume that there are nor restrictions to a users ability to configure the screen, and the presenter is allowing real-time widget, such as chat to run in the background.

Non-Real-time Edit Mode

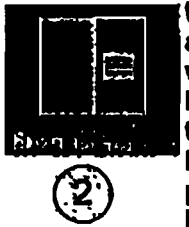
Scenario 1



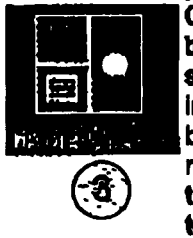
Professor X NewYork



Professor X is preparing to deliver a presentation in New York, and he chooses to predefines some aspects of the information presentation he will deliver. One item he wishes to pre-configure is the use of a number of slideshow presentations which he loads into the system



Professor X configures the presentation, so that users viewing it in automatic mode will view a video that will be taken of him during the presentation on the left and his power point presentation on the left.



Professor X decides to allow users the ability to chat during the presentation, so he configures the Chat widget to be available in the background for other users of the system who are viewing the information presentation. Also, because he knows that some users may not see the presentation until the next day, he wants the system to notify them whenever he is online so they can follow up with him and ask questions directly.

Real-time Edit Mode

Scenario 2



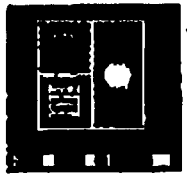
Professor X NewYork



Professor X is delivering a live presentation in New York and decides to interrupt his regular Slideshow presentation to show the audience how to calculate something.



Professor X activates the calculator widget on the Editor System, and begins showing the audience how to calculate the answer to a problem. He asks the audience to try to calculate it themselves, and discuss their results.



Once complete, Professor X decides to take questions from students other users of the system viewing the information presentation and activates the chat widget that is available and running in the background to be displayed for both live audience members and all other users of the system viewing the information presentation

RECTIFIED SHEET (RULE 91)

FIGURE 45B

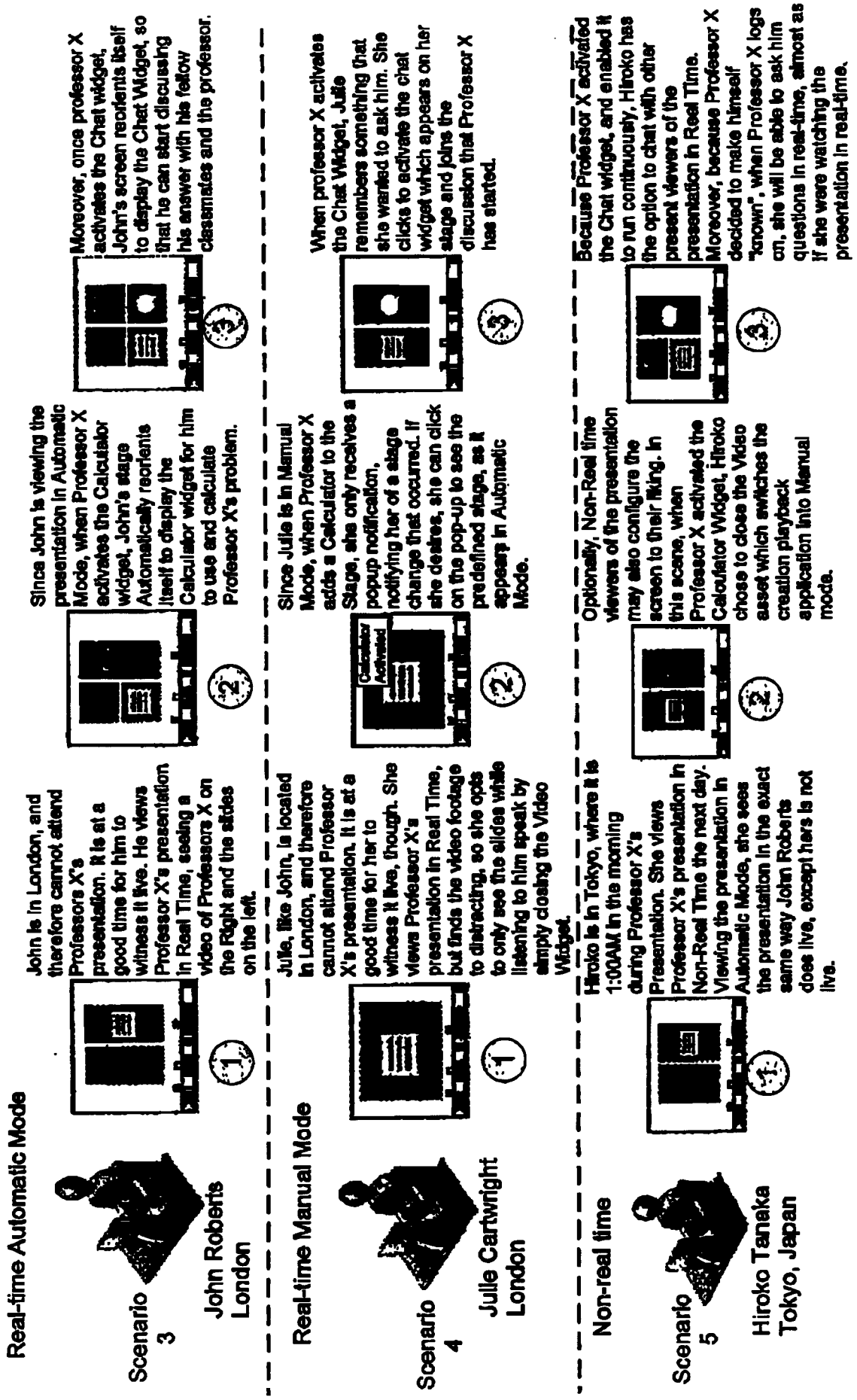

Real-time Automatic Mode
Scenario 3
John Roberts
London
John is in London, and therefore cannot attend Professors X's presentation. It is at a good time for him to witness it live. He views Professor X's presentation in Real Time, seeing a video of Professors X on the Right and the slides on the left.
1
Since John is viewing the presentation in Automatic Mode, when Professor X activates the Calculator widget, John's stage Automatically reorients itself to display the Calculator widget for him to use and calculate Professor X's problem.
2
Moreover, once professor X activates the Chat widget, John's screen reorients itself to display the Chat Widget, so that he can start discussing his answer with his fellow classmates and the professor.
3
Real-time Manual Mode
Scenario 4
Julie Cartwright
London
Julie, like John, is located in London, and therefore cannot attend Professor X's presentation. It is at a good time for her to witness it live, though. She views Professor X's presentation in Real Time, but finds the video footage to distracting, so she opts to only see the slides while listening to him speak by simply closing the Video Widget.
1
Since Julie is in Manual Mode, when Professor X adds a Calculator to the Stage, she only receives a popup notification, notifying her of a stage change that occurred. If she desires, she can click on the pop-up to see the predefined stage, as it appears in Automatic Mode.
2
When professor X activates the Chat Widget, Julie remembers something that she wanted to ask him. She clicks to activate the chat widget which appears on her stage and joins the discussion that Professor X has started.
3
Non-real time
Scenario 5
Hiroko Tanaka
Tokyo, Japan
Hiroko is in Tokyo, where it is 1:00AM in the morning during Professor X's Presentation. She views Professor X's presentation in Non-Real Time the next day. Viewing the presentation in Automatic Mode, she sees the presentation in the exact same way John Roberts does live, except hers is not live.
1
Optionally, Non-Real time viewers of the presentation may also configure the screen to their liking. In this scene, when Professor X activated the Calculator Widget, Hiroko chose to close the Video asset which switches the creation playback application into Manual mode.
2
Because Professor X activated the Chat widget, and enabled it to run continuously, Hiroko has the option to chat with other present viewers of the presentation in Real Time. Moreover, because Professor X decided to make himself "known", when Professor X logs on, she will be able to ask him questions in real-time, almost as if she were watching the presentation in real-time.
3

FIGURE 46A

COLLABORATIVE CREATION AND EDITING OF AN INFORMATION PRESENTATION PART 1

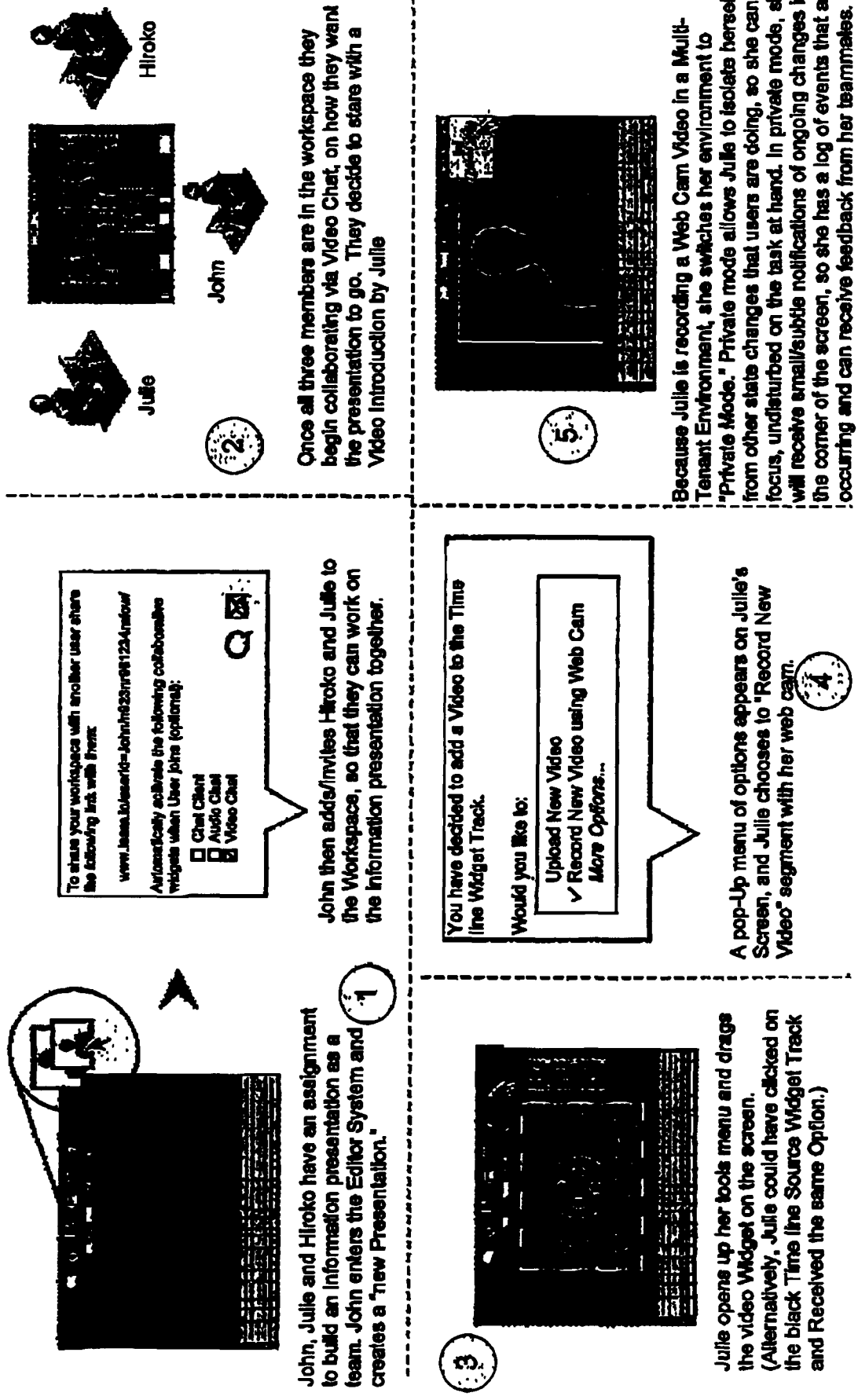


FIGURE 46B

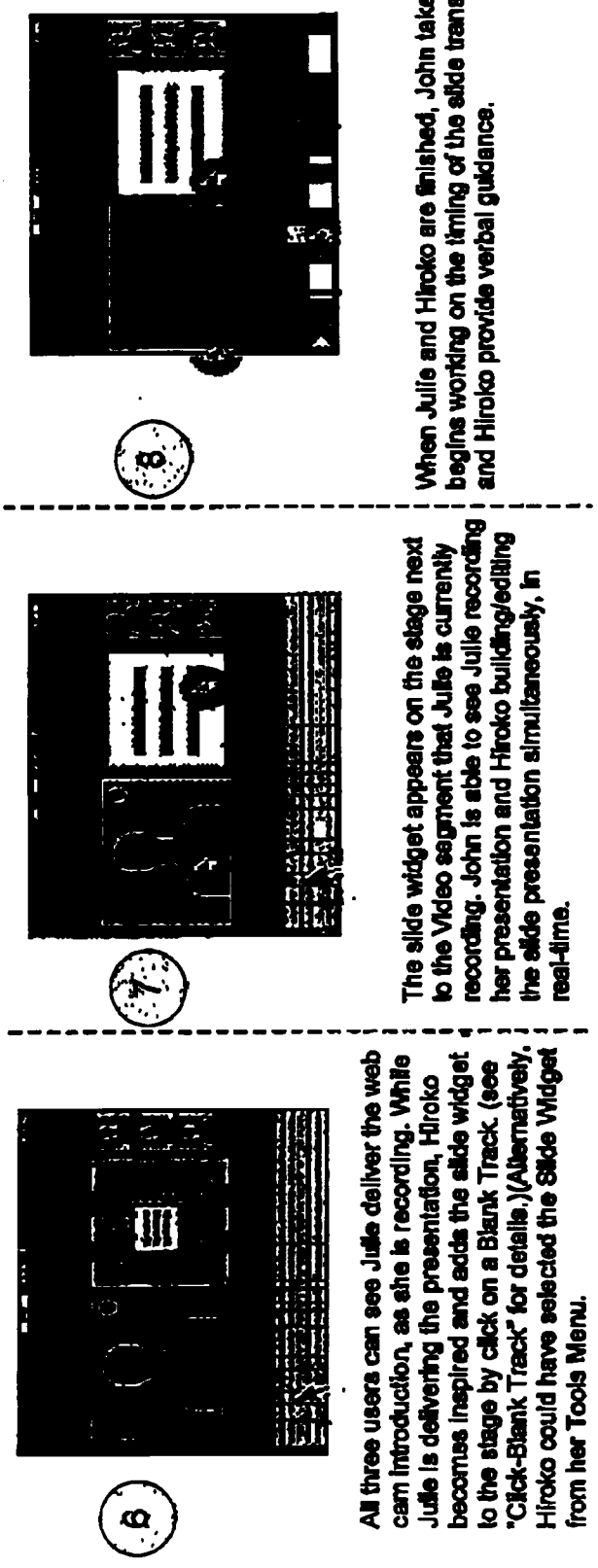

6
All three users can see Julie deliver the web cam introduction, as she is recording. While Julie is delivering the presentation, Hiroko becomes inspired and adds the slide widget to the stage by click on a Blank Track. (see "Click-Blank Track" for details.)(Alternatively, Hiroko could have selected the Slide Widget from her Tools Menu.
7
The slide widget appears on the stage next to the Video segment that Julie is currently recording. John is able to see Julie recording her presentation and Hiroko building/editing the slide presentation simultaneously, in real-time.
8
When Julie and Hiroko are finished, John takes charge and begins working on the timing of the slide transitions, while Julie and Hiroko provide verbal guidance.

FIGURE 47A

COLLABROATIVE CREATION AND EDITING OF AN INFORMATION PRESENTATION PART 2

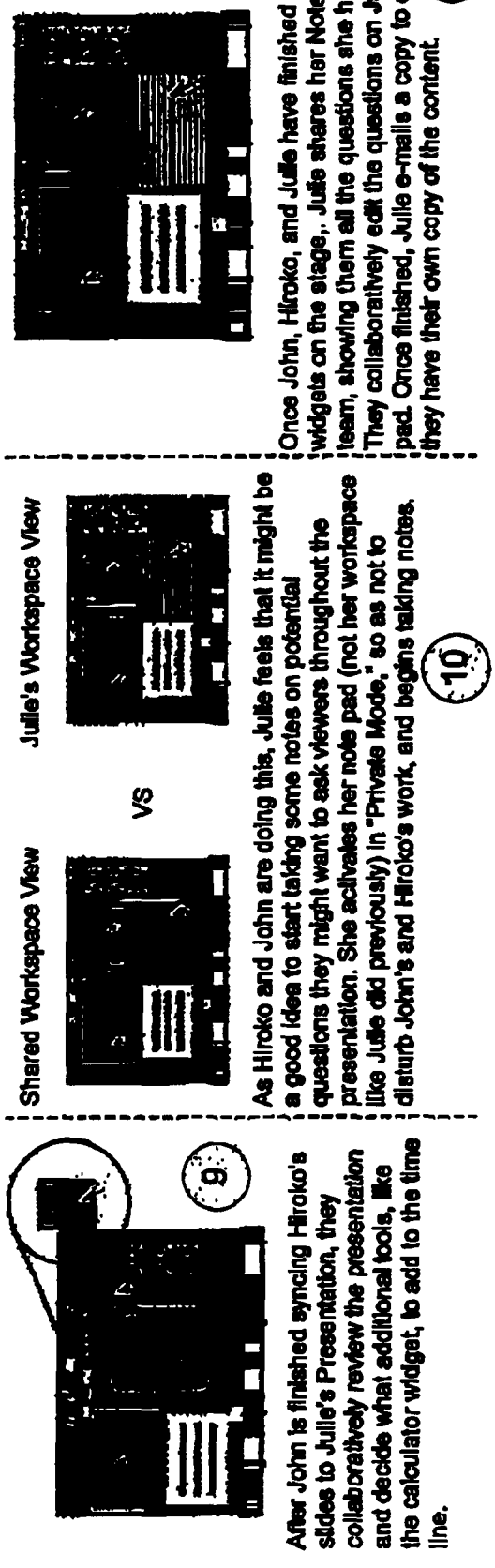


FIGURE 47B

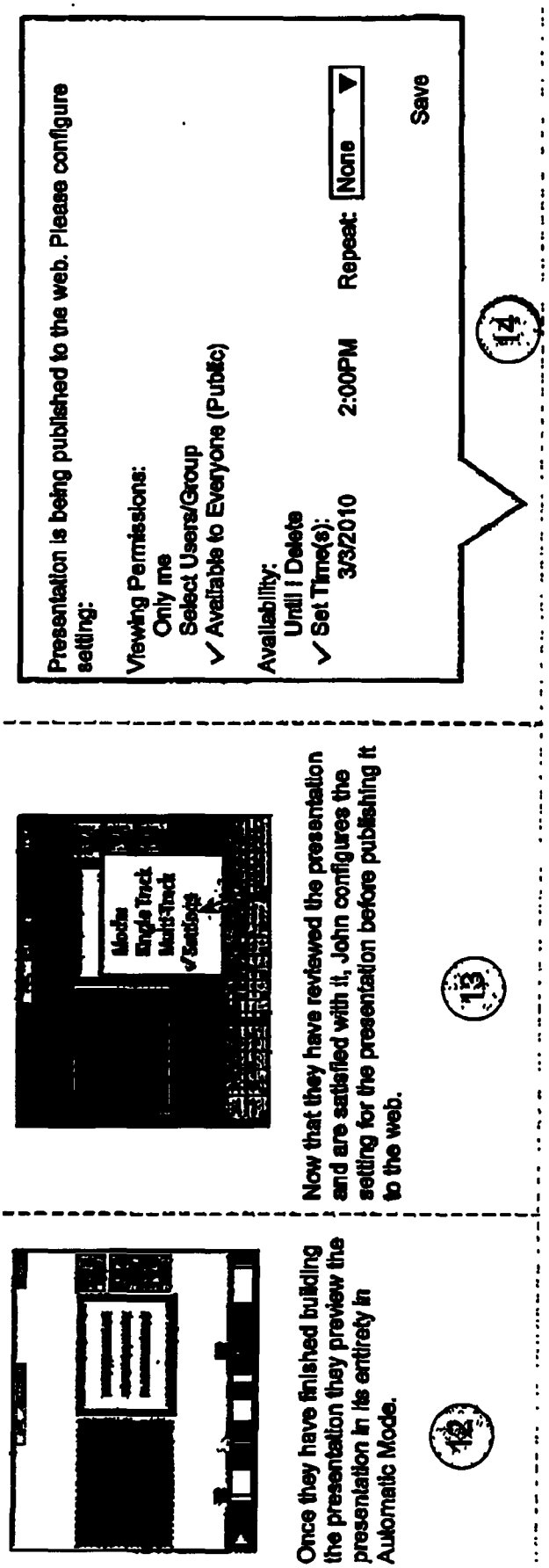
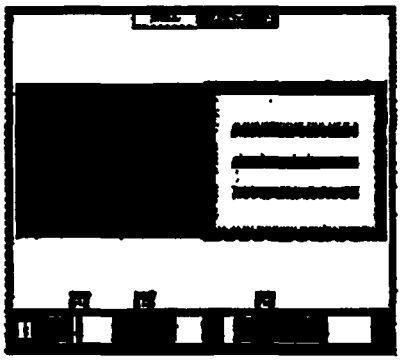
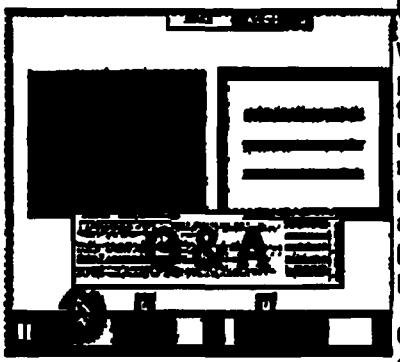

Presentation is being published to the web. Please configure setting:
Viewing Permissions:
Only me
Select Users/Group
✓ Available to Everyone (Public)
Availability:
Until I Delete
✓ Set Time(s):
3/3/2010
2:00PM
Repeat:
None
Save
14
Now that they have reviewed the presentation and are satisfied with it, John configures the setting for the presentation before publishing it to the web.
13
Once they have finished building the presentation they preview the presentation in its entirety in Automatic Mode.
12

FIGURE 48A

DISCUSSION WIDGET EXAMPLE USING QUESTION AND ANSWER STYLE CONFIGURATION





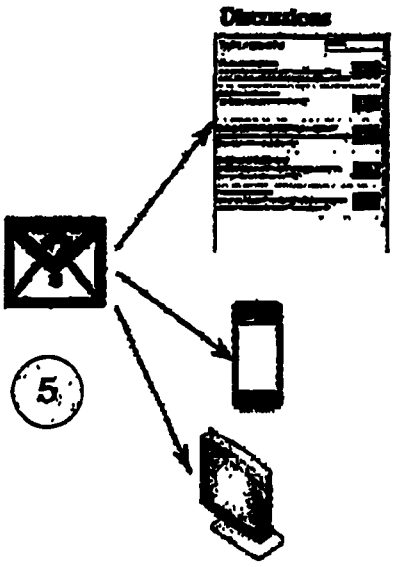
2

While Julie watches the presentation, she finds there is a topic that she does not understand and has a question regarding. She points her mouse over the 1 or more pins that may appear on the time line near the portion of the information presentation she is watching.

On pointing her mouse over each pin, questions/answers related to the specific point in time the pin is representing can appear in a window using the preview portion of the question and answer configured discussion widget.

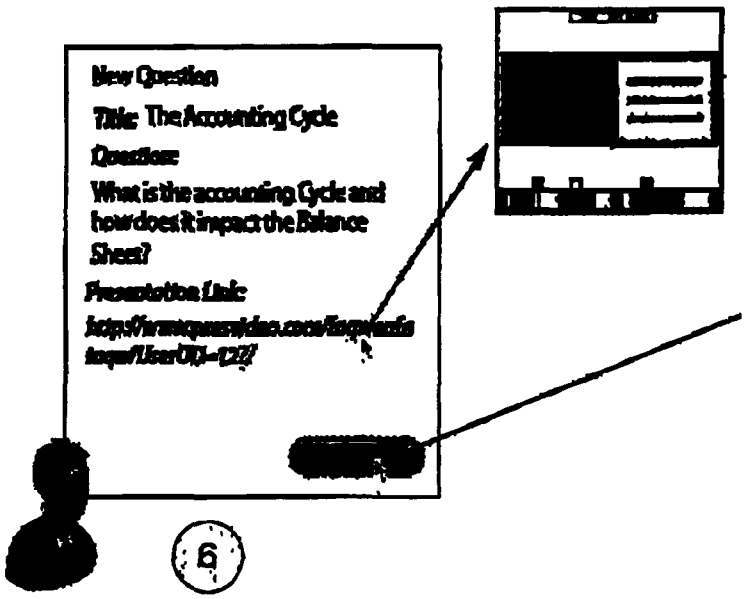
1

Julie is watching an information presentation by Professor X. Julie has opted to activate question/answer display on the information time line. In the example, various questions and answers related to the information presentation are represented on the time line by yellow pins, placed at specific points in time on the time line that the questions/answers are related to.



5

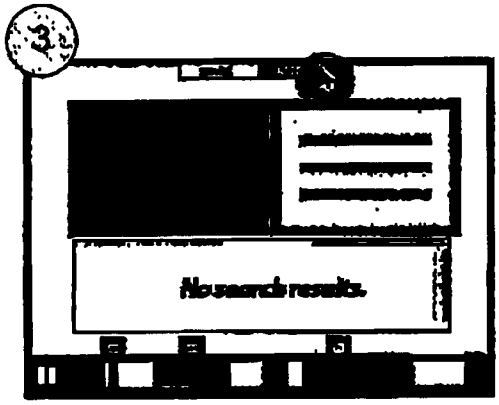
Julie's question gets sent to multiple locations, including the discussion board, and as e-mail to Professor X's e-mail and mobile phone. Embedded in the e-mail is a link to the exact moment and time of the information presentation that Julie has a question about, so users can click on it and review the content in the context of Julie's question.



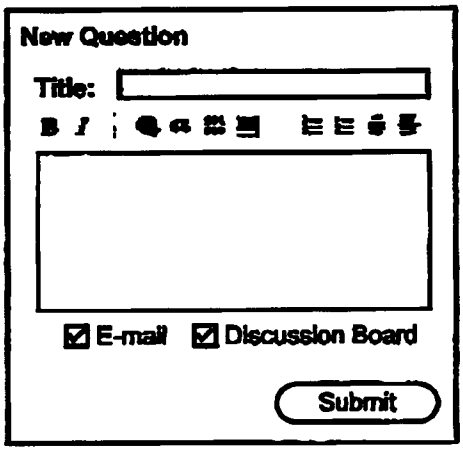
6

When Professor X arrives at his office the next day, he notices that he has received an e-mail questions from Julie. He opens up the e-mail, reads Julie's question and clicks on the embedded link. Professor X reviews the portion of the presentation that Julie has a question about and responds through the question and answer configured discussion widget by pressing on the "Answer" button.

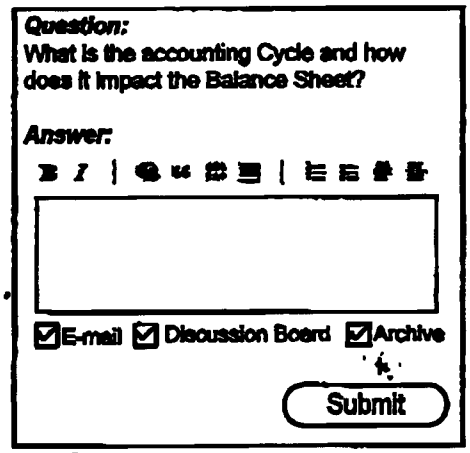
FIGURE 48B



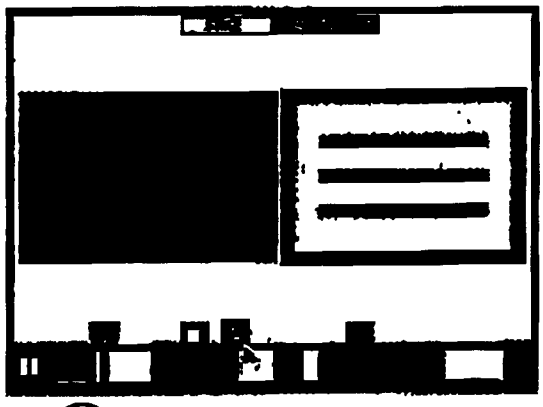
Julie cannot find any questions and answers related to her own question, and the decides to activate the search widget to search other course content such as discussion boards regarding her topic.



Julie's search produces no results, so Julie activates the "ask a question" portion of the question and answer configured discussion widget, upon which a dialog box appears, where Julie enters and submits her question.



Professor X feels that Julie's question is a very good one, and wants to archive the question and his answer into the information presentation, such that it can be previewed using the preview portion of the question and answer configured discussion widget related to the time line of the information presenation.



The archived questions and answer now appears represented in the information presentation on the time line at the point in time that the original question was asked. This "archives" the question and answer for future viewers of the information presentation to reference at that point in time of the information presentation.

FIGURE 49

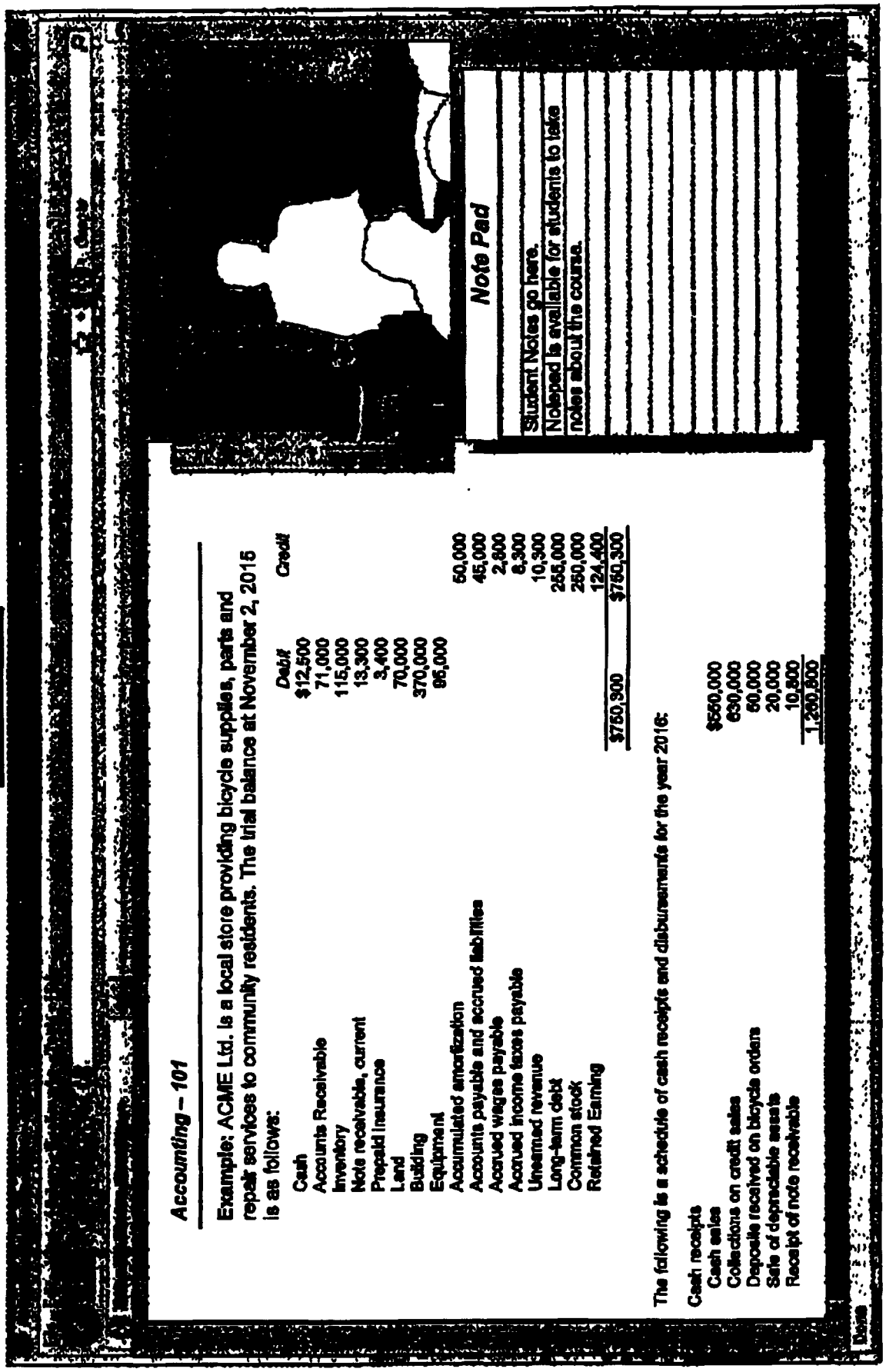

Accounting – 101
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2015 is as follows:
Debit
Credit
Cash $12,500
Accounts Receivable 71,000
Inventory 115,000
Note receivable, current 13,300
Prepaid insurance 3,400
Land 70,000
Building 370,000
Equipment 95,000
Accumulated amortization 50,000
Accounts payable and accrued liabilities 45,000
Accrued wages payable 2,800
Accrued income taxes payable 8,300
Unearned revenue 10,300
Long-term debt 255,000
Common stock 250,000
Retained Earning 124,400
$760,300 $760,300
The following is a schedule of cash receipts and disbursements for the year 2016:
Cash receipts
Cash sales $560,000
Collections on credit sales 630,000
Deposits received on bicycle orders 60,000
Sale of depreciable assets 20,000
Receipt of note receivable 10,800
1,280,800
Note Pad
Student Notes go here.
Notepad is available for students to take notes about the course.

FIGURE 50

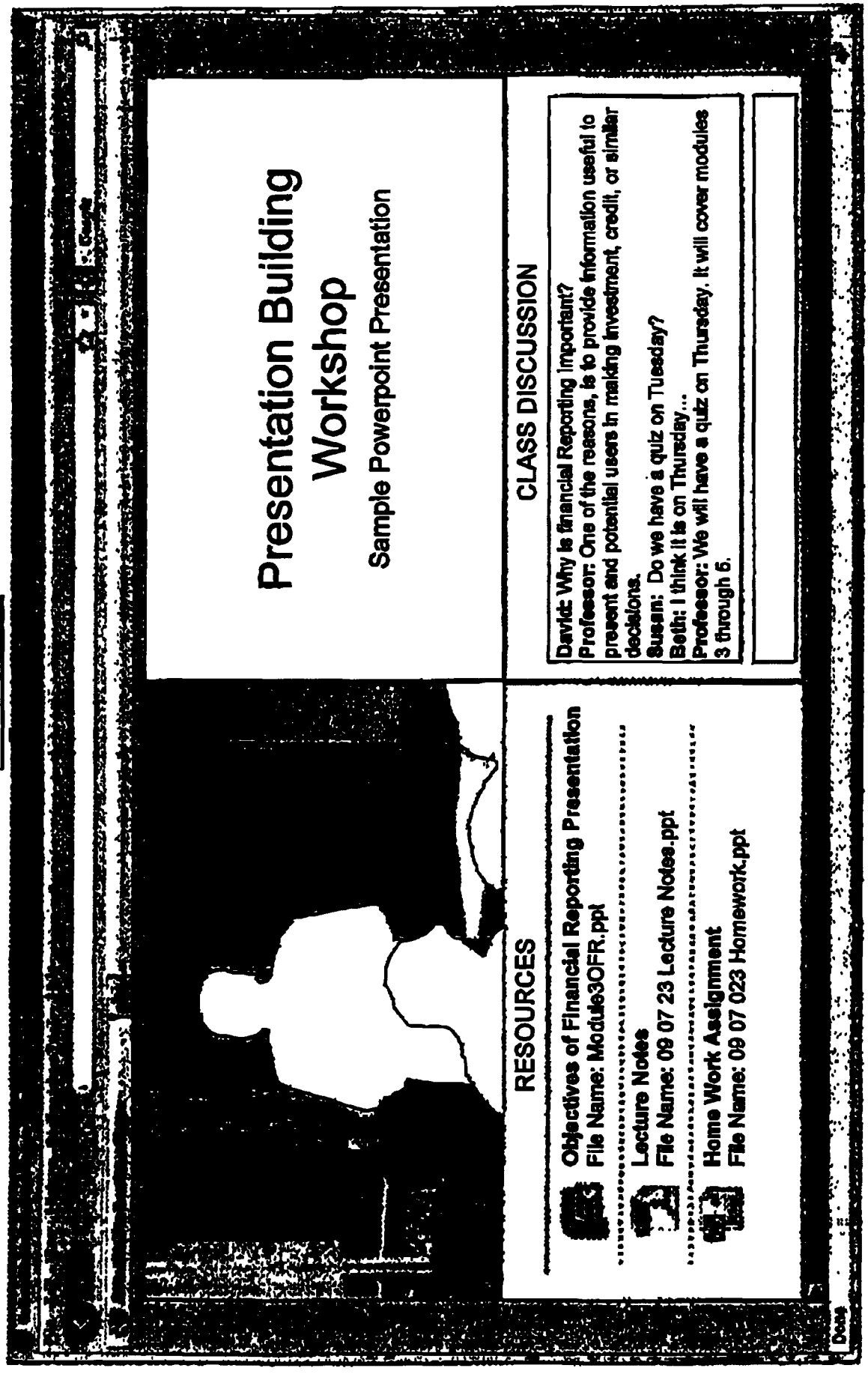

Presentation Building Workshop
Sample Powerpoint Presentation
RESOURCES
Objectives of Financial Reporting Presentation
File Name: Module3OFR.ppt
Lecture Notes
File Name: 09 07 23 Lecture Notes.ppt
Home Work Assignment
File Name: 09 07 023 Homework.ppt
CLASS DISCUSSION
David: Why is financial Reporting important?
Professor: One of the reasons, is to provide information useful to present and potential users in making investment, credit, or similar decisions.
Susan: Do we have a quiz on Tuesday?
Both: I think it is on Thursday....
Professor: We will have a quiz on Thursday. It will cover modules 3 through 6.

FIGURE 51

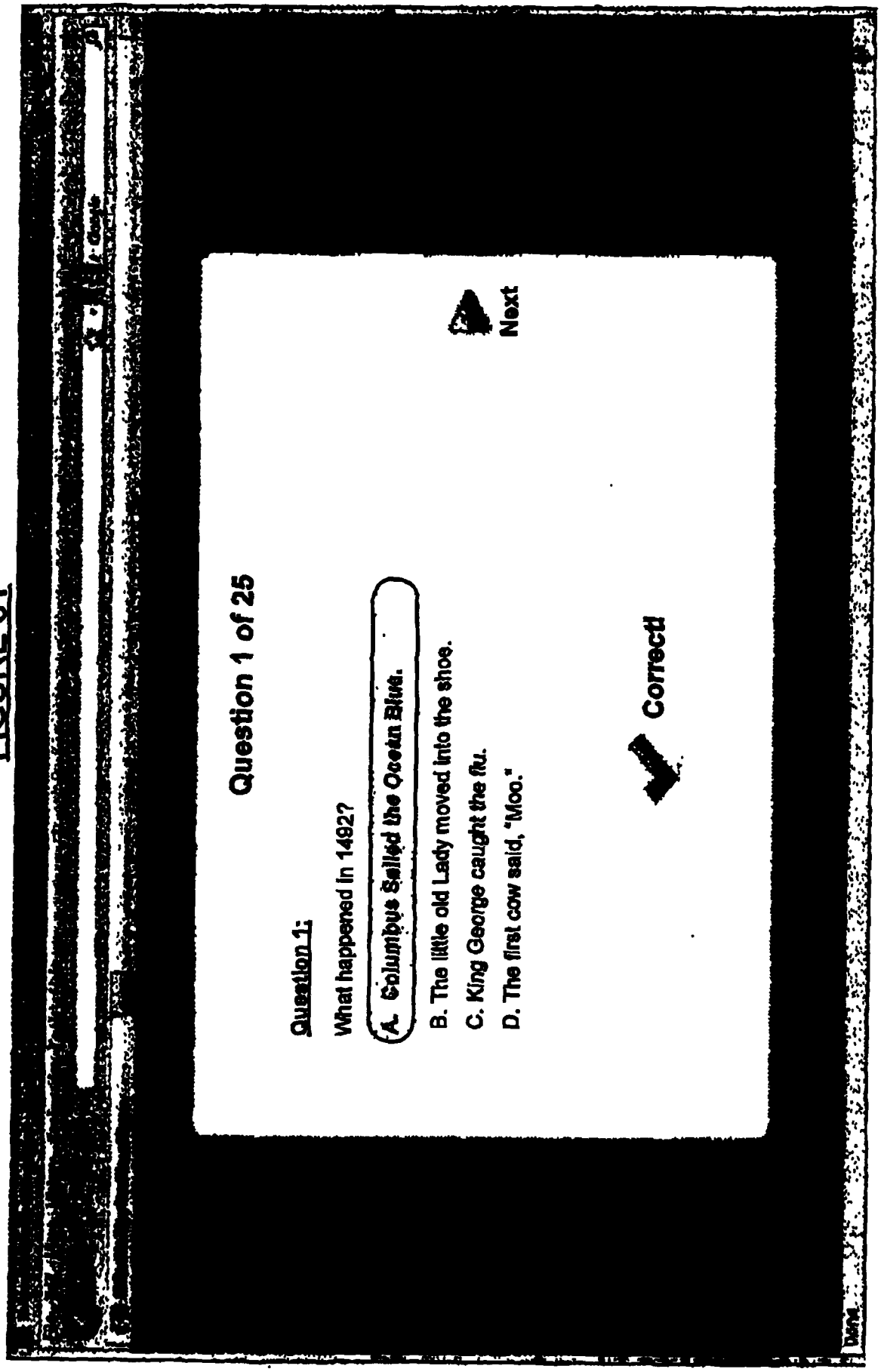

Question 1 of 25
Question 1:
What happened in 1492?
A. Columbus Sailed the Ocean Blue.
B. The little old Lady moved into the shoe.
C. King George caught the flu.
D. The first cow said, "Moo."
Correct!
Next

FIGURE 52

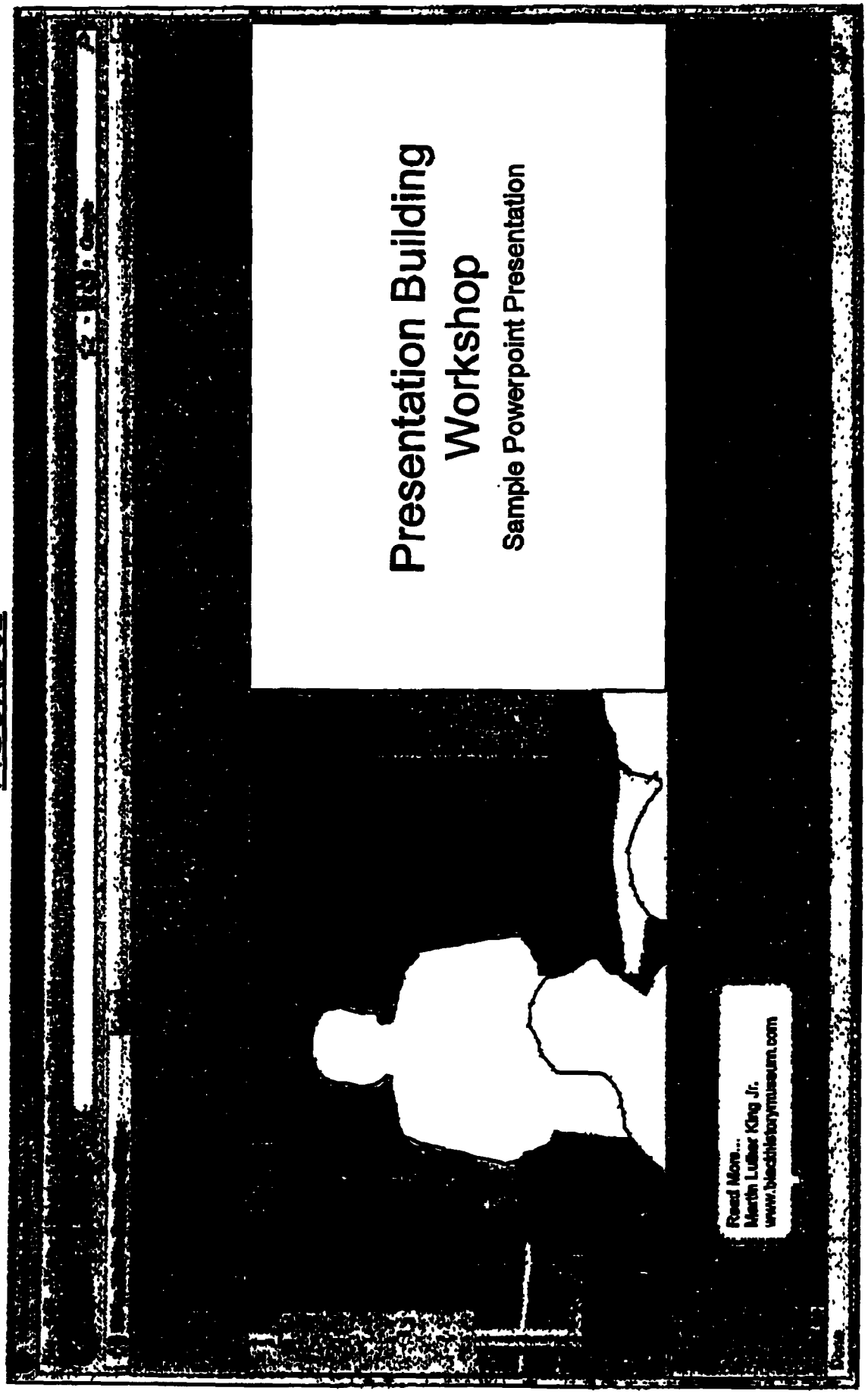

Presentation Building Workshop
Sample Powerpoint Presentation
Read More...
Martin Luther King Jr.
www.blackhistorymuseum.com

FIGURE 53

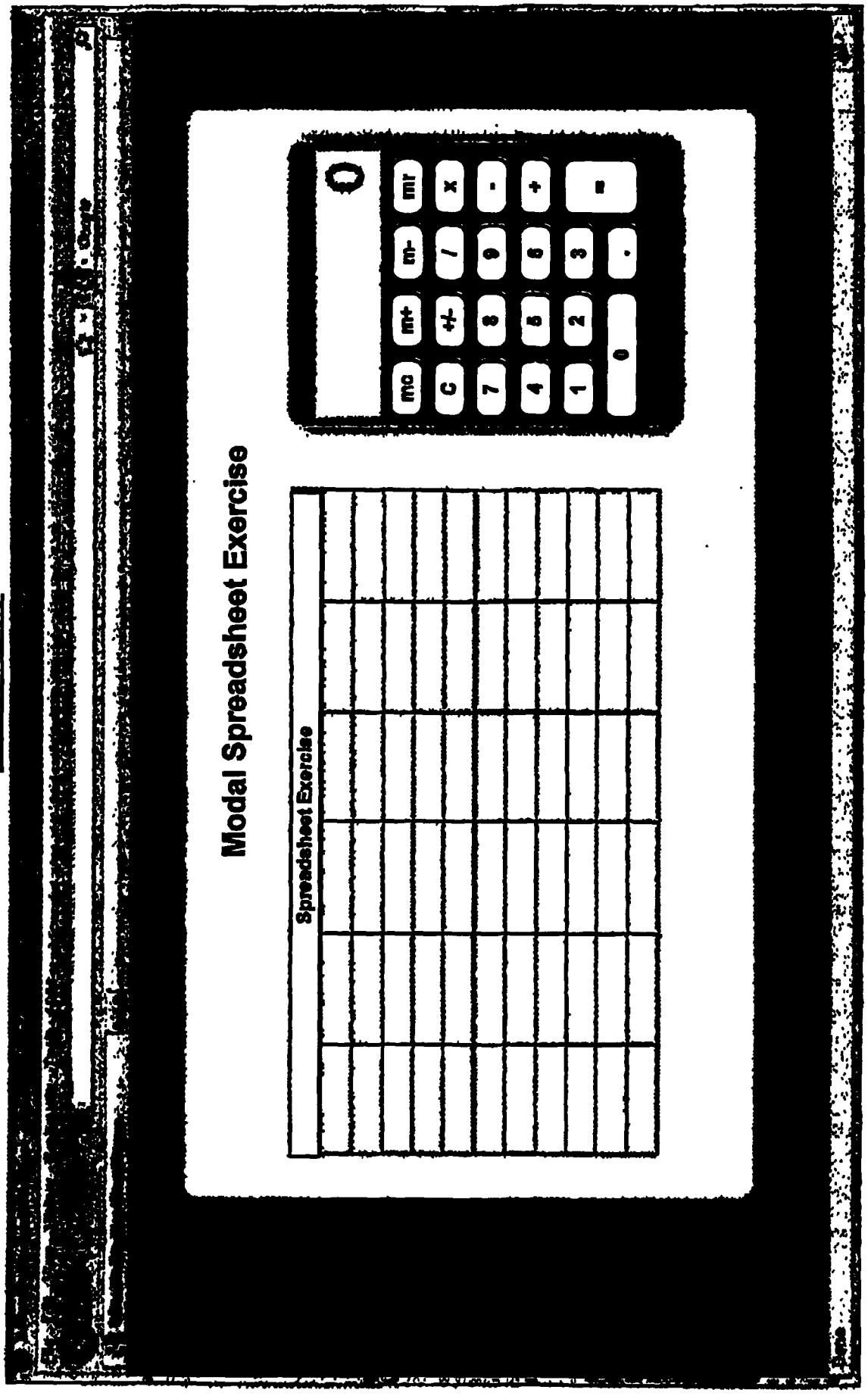

Modal Spreadsheet Exercise
Spreadsheet Exercise
mc
m+
m-
mr
C
+/-
/
x
7
8
9
-
4
5
6
+
1
2
3
=
0
.

FIGURE 54

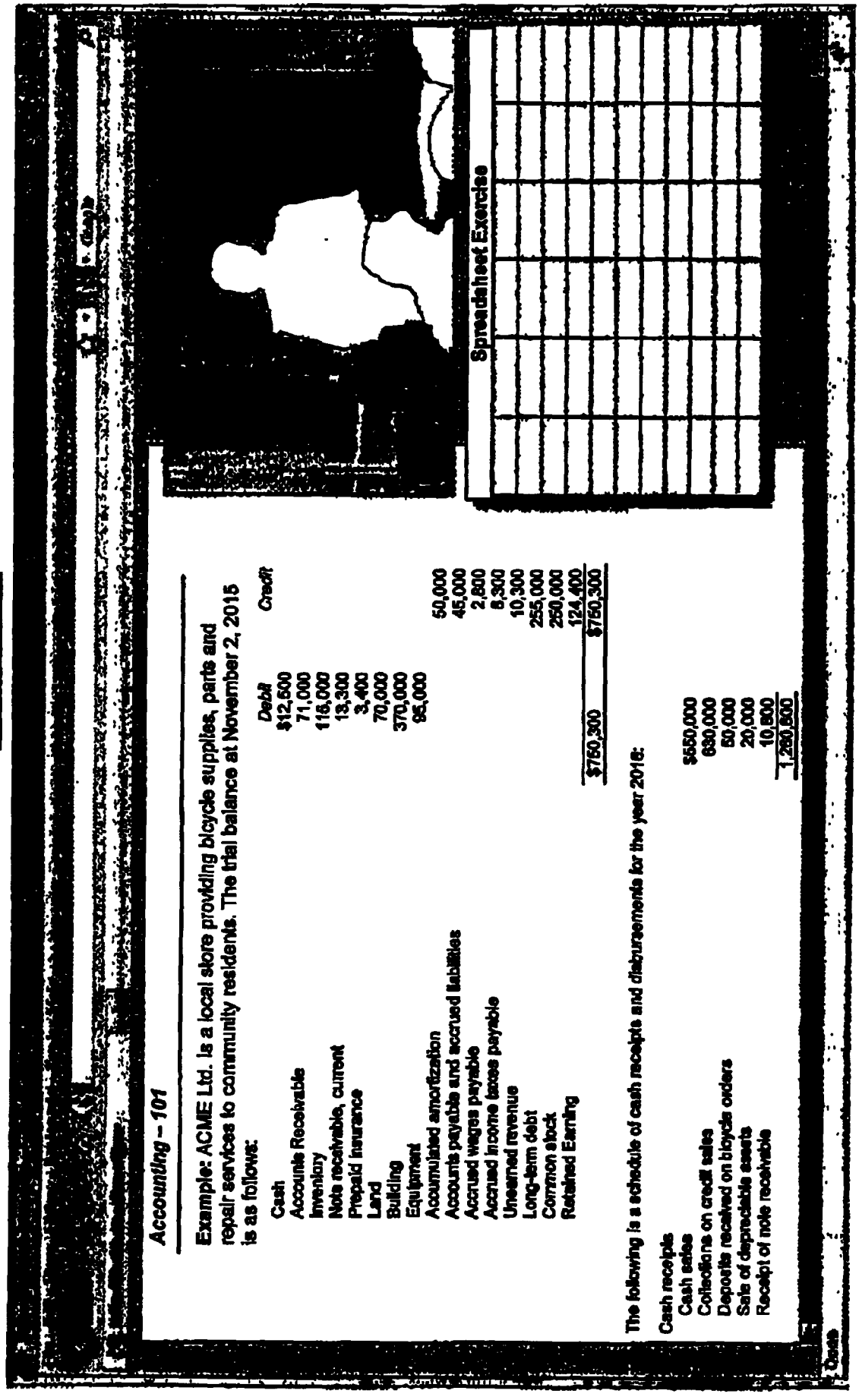

Accounting – 101
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2015 is as follows:
Debit Credit
Cash $12,500
Accounts Receivable 71,000
Inventory 116,000
Note receivable, current 13,300
Prepaid insurance 3,400
Land 70,000
Building 370,000
Equipment 95,000
Accumulated amortization 50,000
Accounts payable and accrued liabilities 45,000
Accrued wages payable 2,800
Accrued income taxes payable 8,300
Unearned revenue 10,300
Long-term debt 255,000
Common stock 250,000
Retained Earning 124,400
$750,300 $750,300
The following is a schedule of cash receipts and disbursements for the year 2016:
Cash receipts
Cash sales $550,000
Collections on credit sales 630,000
Deposits received on bicycle orders 50,000
Sale of depreciable assets 20,000
Receipt of note receivable 10,800
1,260,800
Spreadsheet Exercise
Done

FIGURE 55

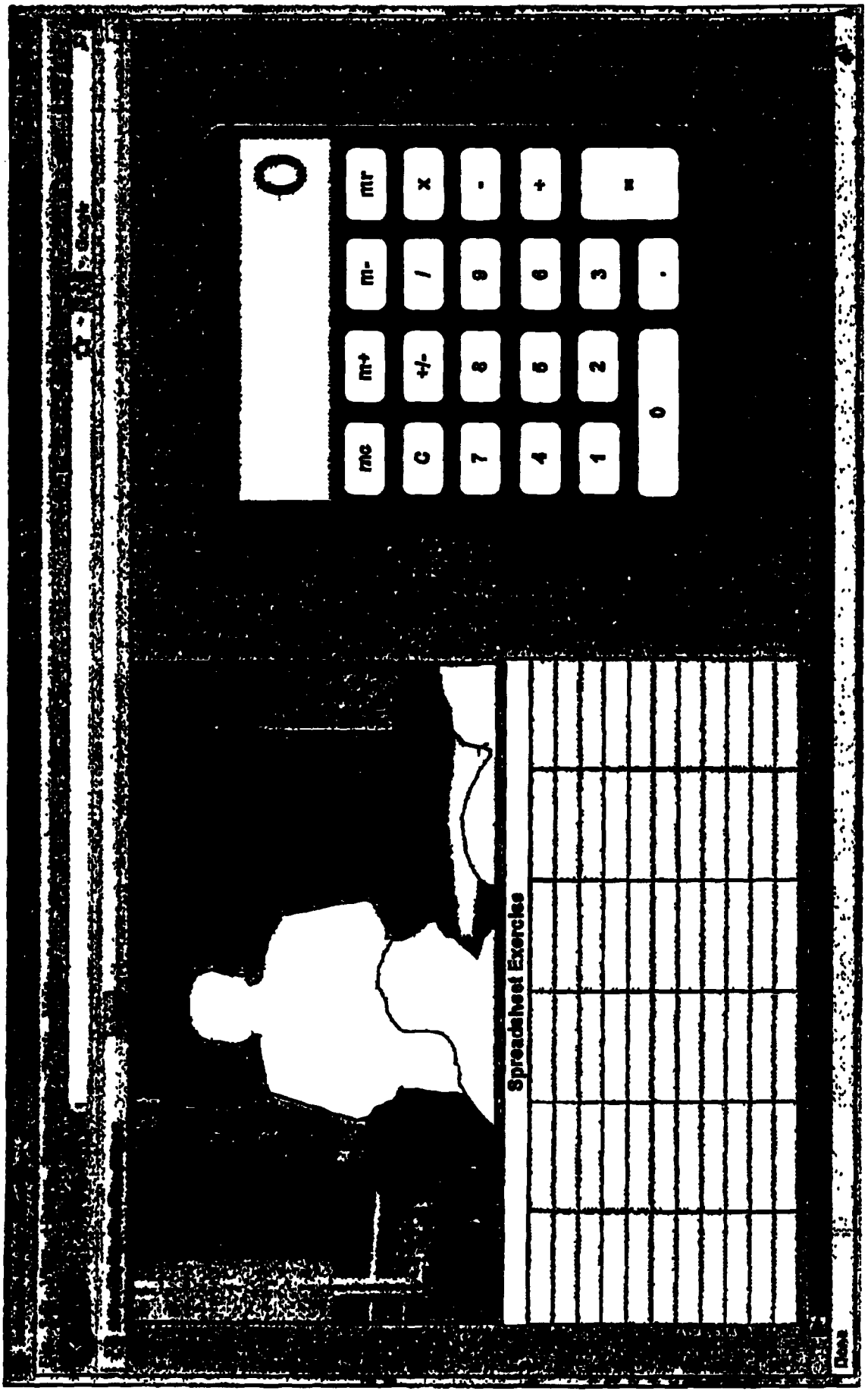


FIGURE 56

Accounting – 101

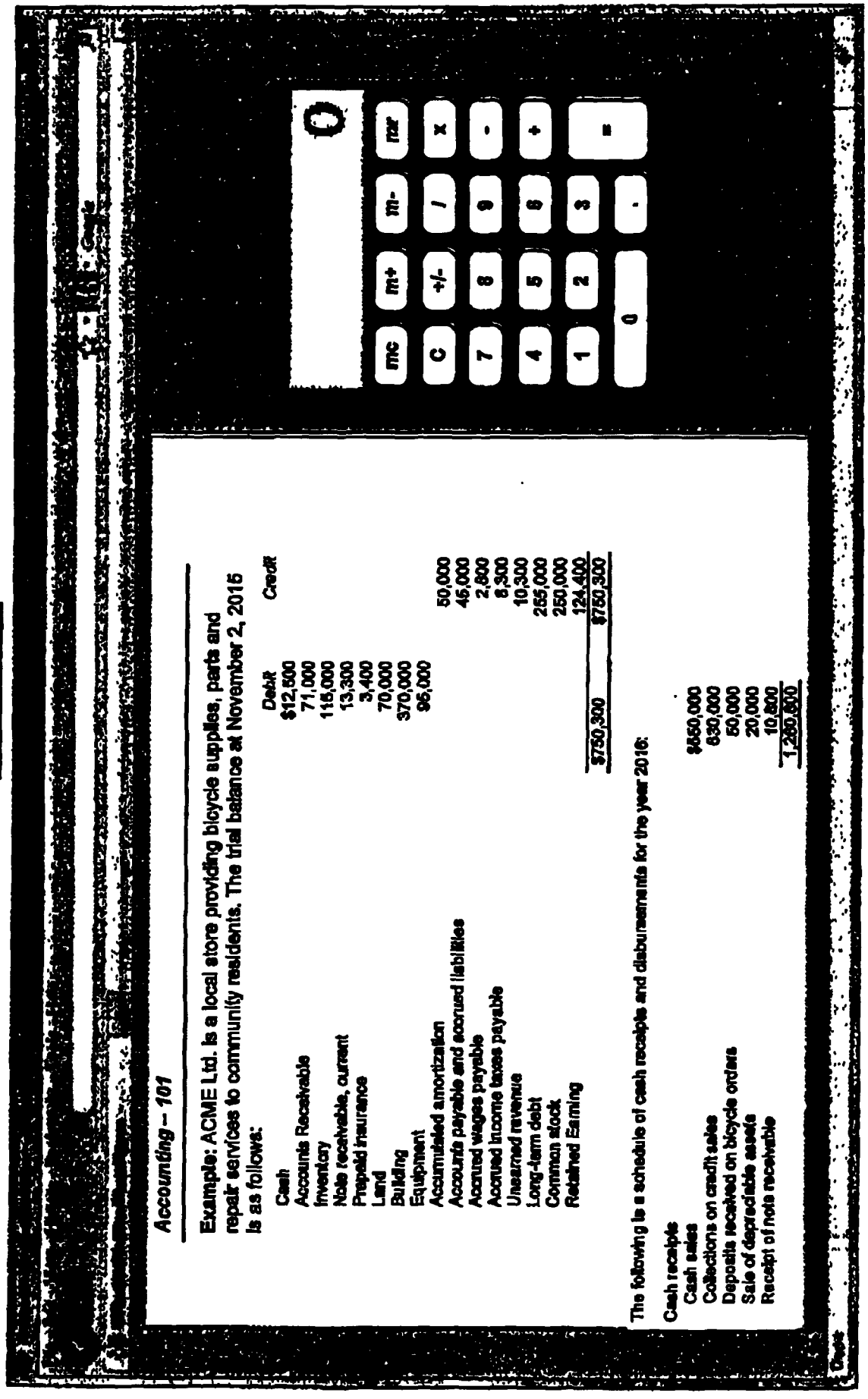
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2015 is as follows:

	Debit	Credit
Cash	$12,500	
Accounts Receivable	71,000	
Inventory	115,000	
Note receivable, current	13,300	
Prepaid insurance	3,400	
Land	70,000	
Building	370,000	
Equipment	95,000	
Accumulated amortization		50,000
Accounts payable and accrued liabilities		45,000
Accrued wages payable		2,800
Accrued income taxes payable		8,300
Unearned revenue		10,300
Long-term debt		255,000
Common stock		250,000
Retained Earning		124,400
	$760,300	$760,300

The following is a schedule of cash receipts and disbursements for the year 2016:

Cash receipts	
Cash sales	$550,000
Collections on credit sales	630,000
Deposits received on bicycle orders	50,000
Sale of depreciable assets	20,000
Receipt of note receivable	10,800
	1,260,800

FIGURE 57


Accounting – 101
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2015 is as follows:
Debit
Credit
Cash $12,500
Accounts Receivable 71,000
Inventory 115,000
Note receivable, current 13,300
Prepaid insurance 3,400
Land 70,000
Building 370,000
Equipment 95,000
Accumulated amortization 50,000
Accounts payable and accrued liabilities 46,000
Accrued wages payable 2,800
Accrued income taxes payable 8,300
Unearned revenue 10,300
Long-term debt 255,000
Common stock 250,000
Retained Earning 124,400
$750,300 $750,300
The following is a schedule of cash receipts and disbursements for the year 2016:
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Cash sales $550,000
Collections on credit sales 630,000
Deposits received on bicycle orders 50,000
Sale of depreciable assets 20,000
Receipt of note receivable 10,800
1,260,800
mc m+ m- mr
C +/- / x
7 8 9 -
4 5 6 +
1 2 3 =
0 .

FIGURE 58

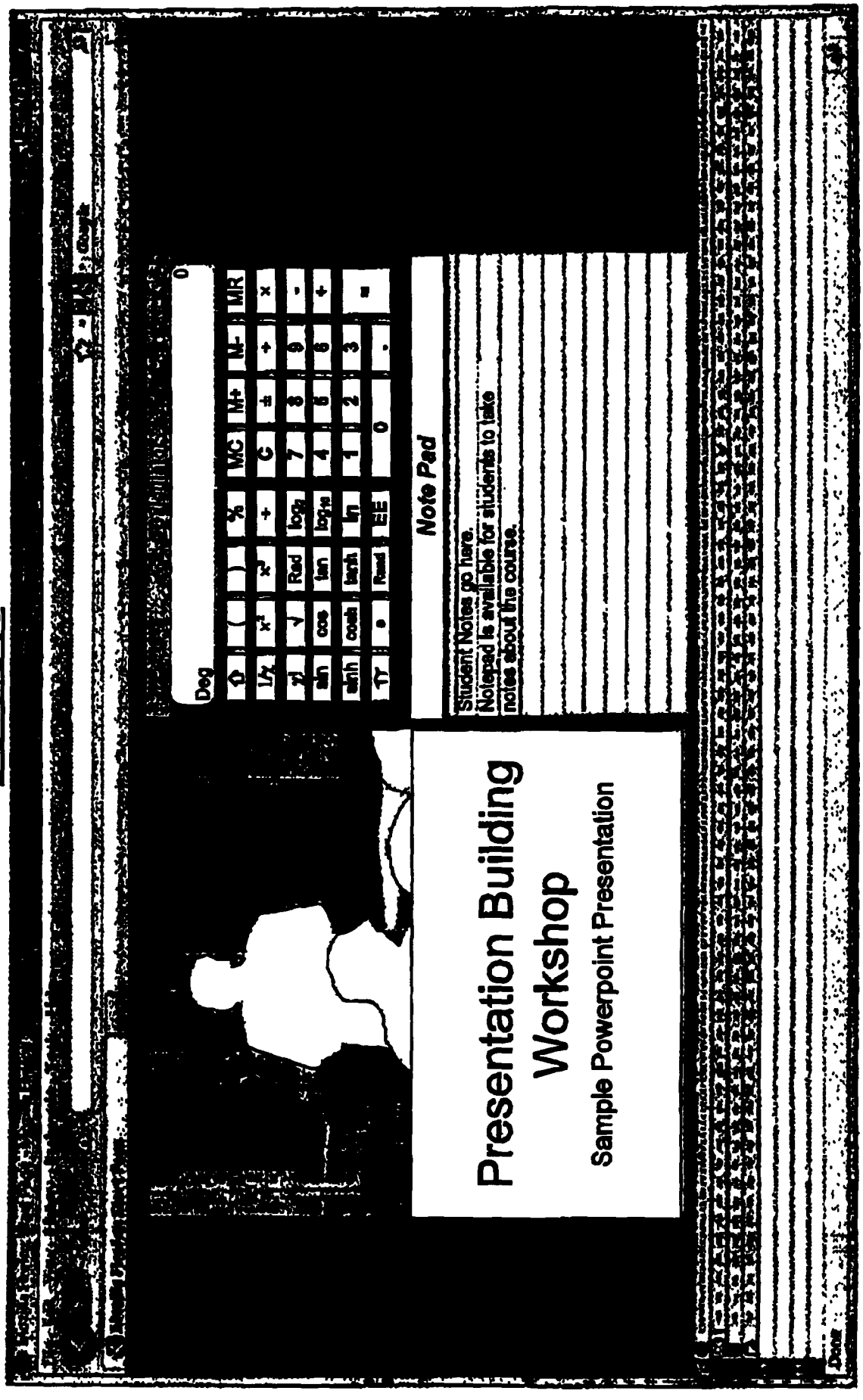

Presentation Building Workshop
Sample Powerpoint Presentation
Note Pad
Student Notes go here.
Notepad is available for students to take notes about the course.
Deg
Done

FIGURE 59

Accounting – 101

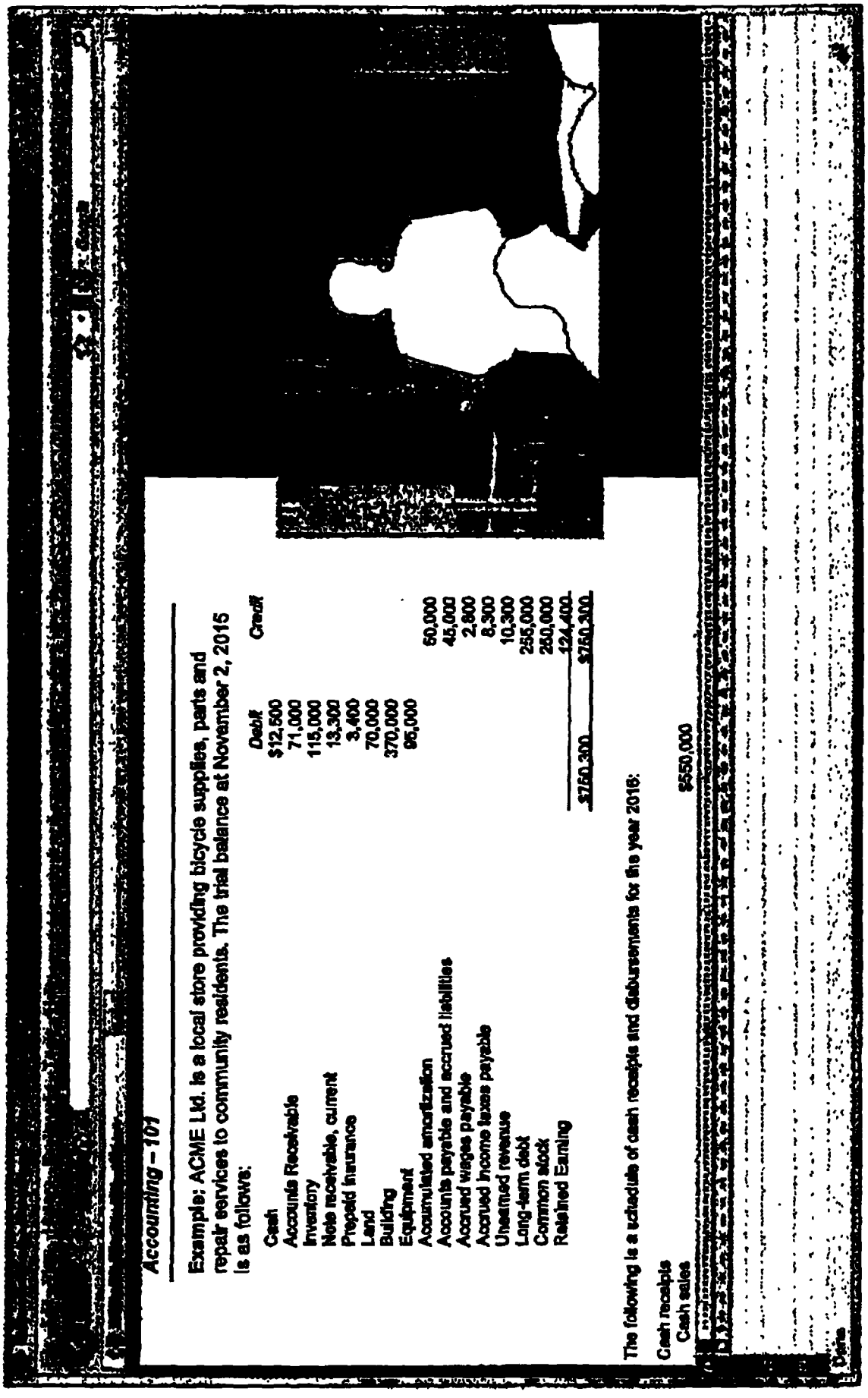
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2015 is as follows:

	Debit	Credit
Cash	$12,500	
Accounts Receivable	71,000	
Inventory	116,000	
Note receivable, current	13,300	
Prepaid insurance	3,400	
Land	70,000	
Building	370,000	
Equipment	95,000	
Accumulated amortization		50,000
Accounts payable and accrued liabilities		46,000
Accrued wages payable		2,800
Accrued income taxes payable		8,300
Unearned revenue		10,300
Long-term debt		265,000
Common stock		250,000
Retained Earning		124,400
	$750,300	$750,300

The following is a schedule of cash receipts and disbursements for the year 2016:

Cash receipts	
Cash sales	$550,000
Collections on credit sales	630,000

FIGURE 60


Accounting – 101
Example: ACME Ltd. is a local store providing bicycle supplies, parts and repair services to community residents. The trial balance at November 2, 2015 is as follows:
Debit
Credit
Cash $12,500
Accounts Receivable 71,000
Inventory 115,000
Note receivable, current 13,300
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Building 370,000
Equipment 95,000
Accumulated amortization 50,000
Accounts payable and accrued liabilities 45,000
Accrued wages payable 2,800
Accrued income taxes payable 8,300
Unearned revenue 10,300
Long-term debt 255,000
Common stock 250,000
Retained Earning 124,400
$750,300 $750,300
The following is a schedule of cash receipts and disbursements for the year 2016:
Cash receipts
Cash sales $550,000

FIGURE 61

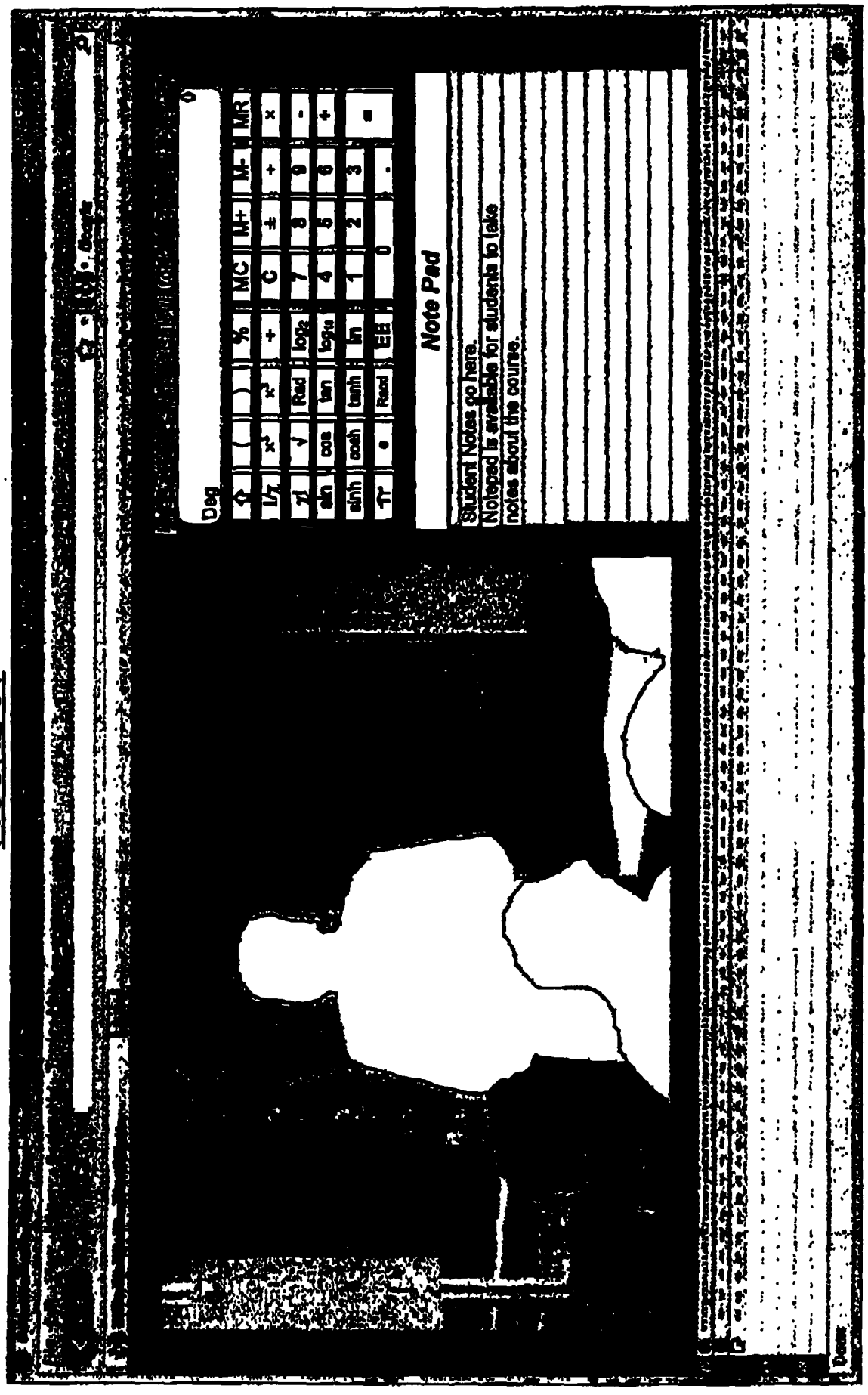

Deg
Note Pad
Student Notes go here.
Notepad is available for students to take
notes about the course.

FIGURE 62

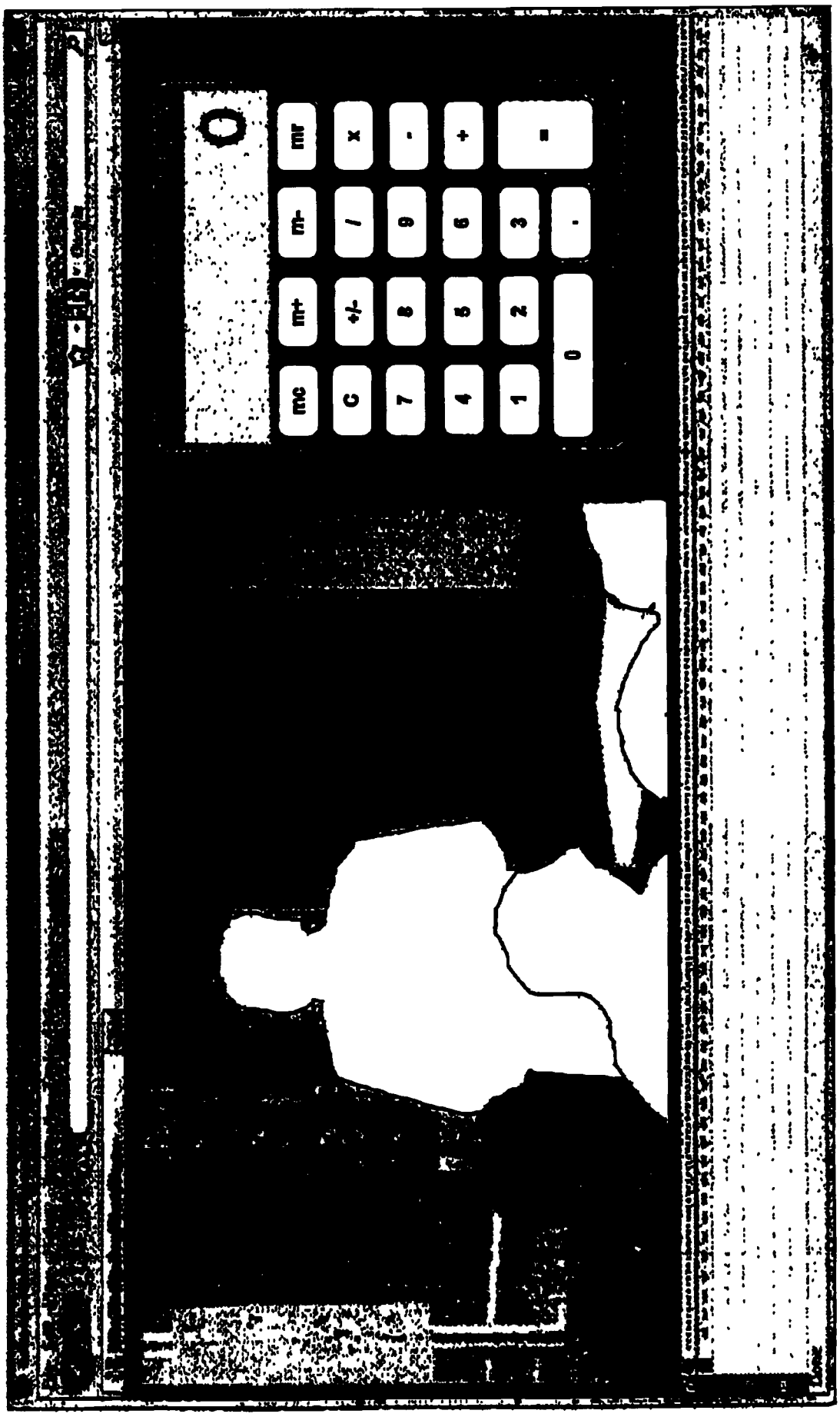


FIGURE 63

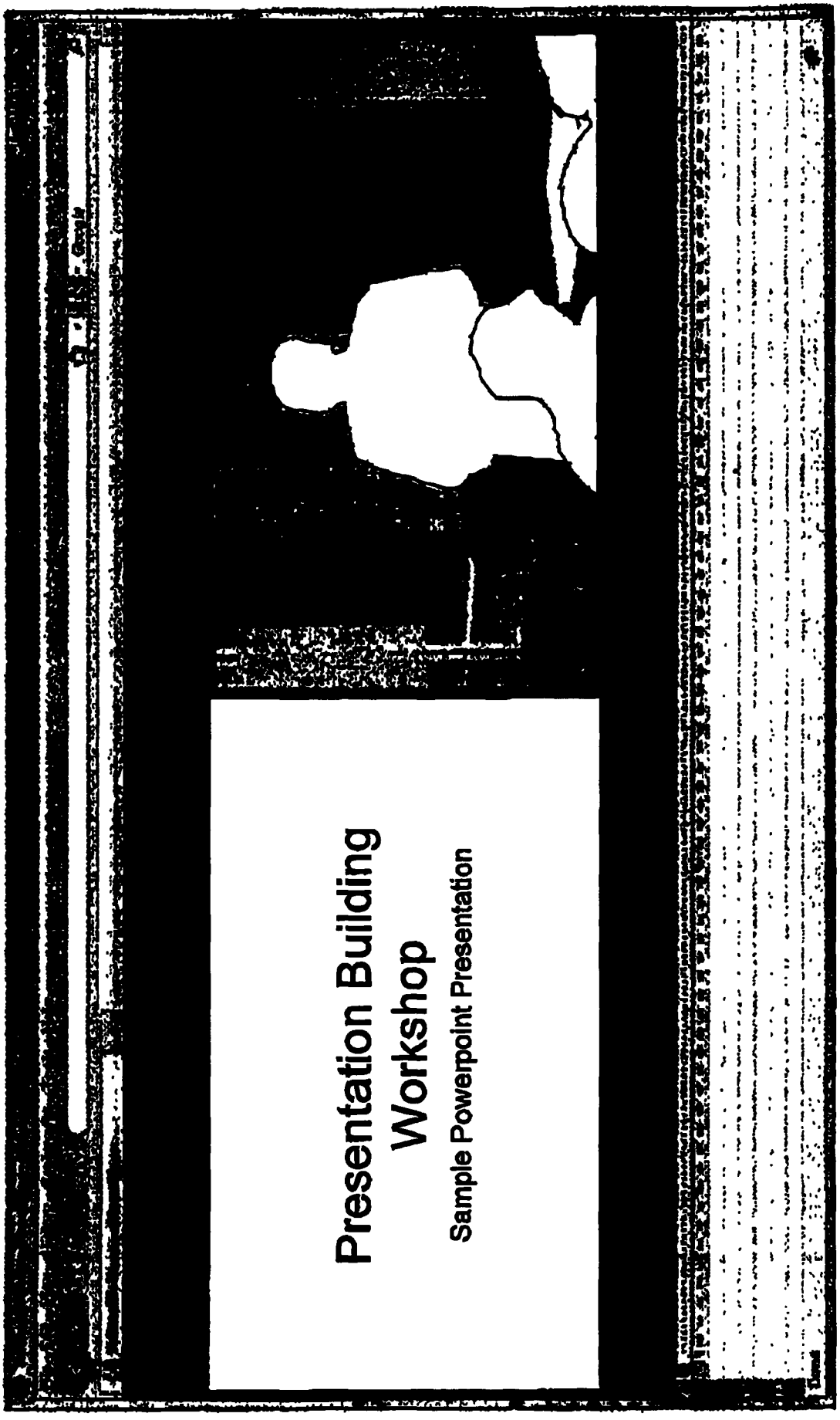

Presentation Building Workshop
Sample Powerpoint Presentation

FIGURE 64

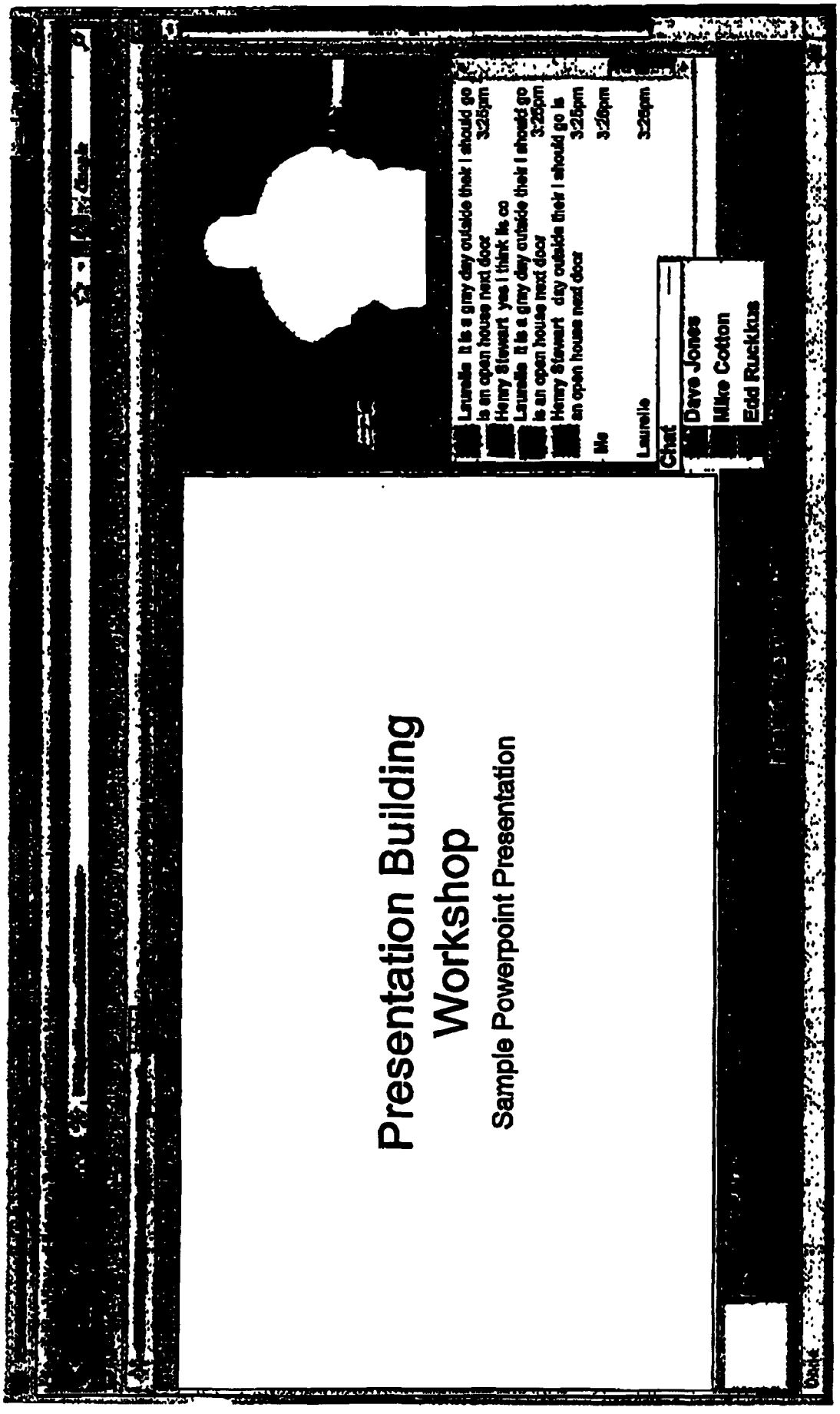

Presentation Building Workshop
Sample Powerpoint Presentation
Chat
Dave Jones
Mike Cotton
Edd Ruckkus
Laurelle
Me
Henry Stewart day outside their I should go is an open house next door 3:25pm
Laurelle It is a grey day outside their I should go is an open house next door 3:25pm
Henry Stewart yes I think its co
Laurelle It is a grey day outside their I should go is an open house next door 3:25pm
Henry Stewart day outside their I should go is an open house next door 3:25pm
Me 3:25pm
Laurelle 3:25pm

FIGURE 65

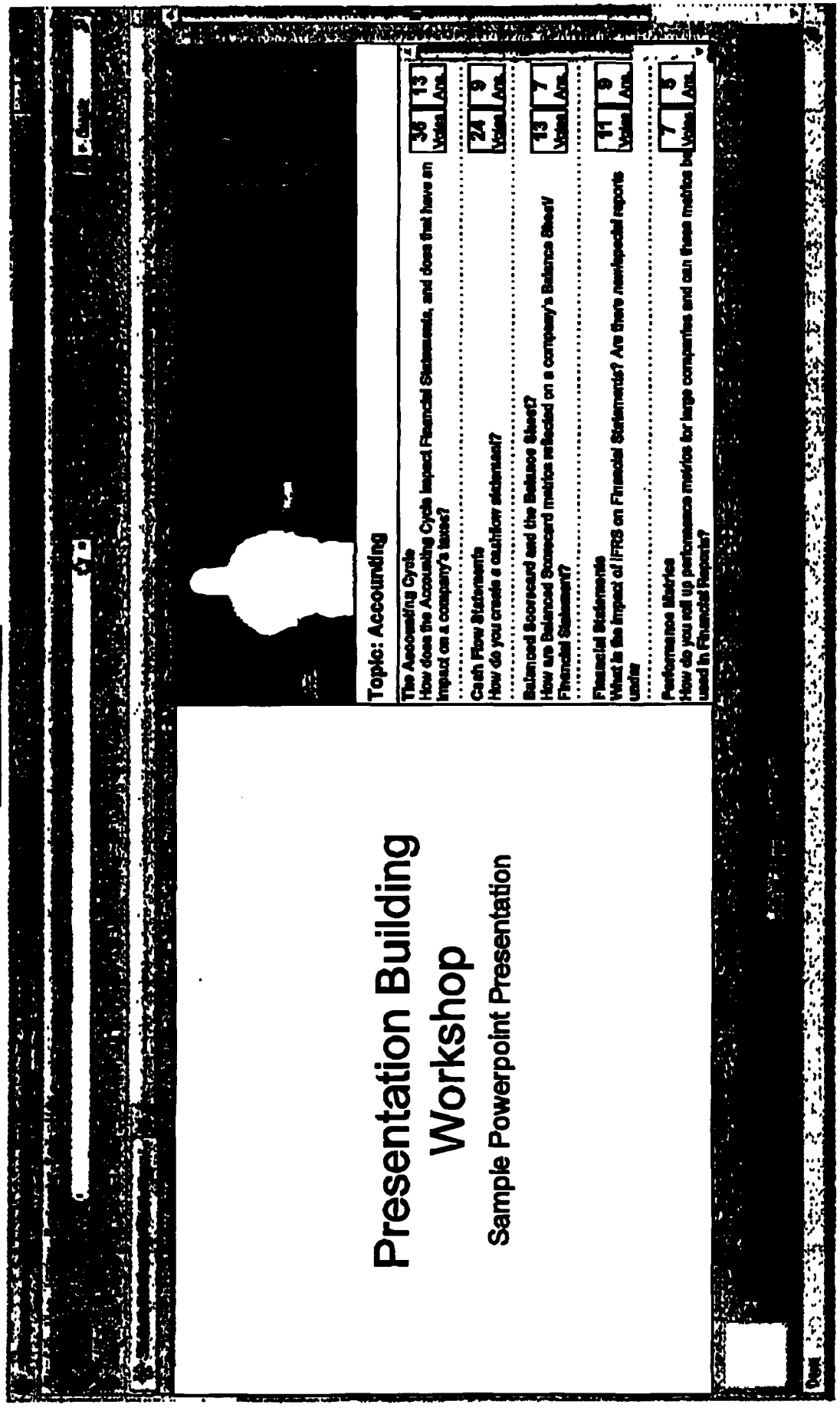

Presentation Building Workshop
Sample Powerpoint Presentation
Topic: Accounting
The Accounting Cycle
How does the Accounting Cycle Impact Financial Statements, and does that have an impact on a company's taxes?
36 Votes
13 Ans.
Cash Flow Statements
How do you create a cashflow statement?
24 Votes
9 Ans.
Balanced Scorecard and the Balance Sheet?
How are Balanced Scorecard metrics reflected on a company's Balance Sheet/ Financial Statement?
13 Votes
7 Ans.
Financial Statements
What is the impact of IFRS on Financial Statements? Are there new/special reports used?
11 Votes
9 Ans.
Performance Metrics
How do you roll up performance metrics for large companies and can these metrics be used in Financial Reports?
7 Votes
5 Ans.

FIGURE 66

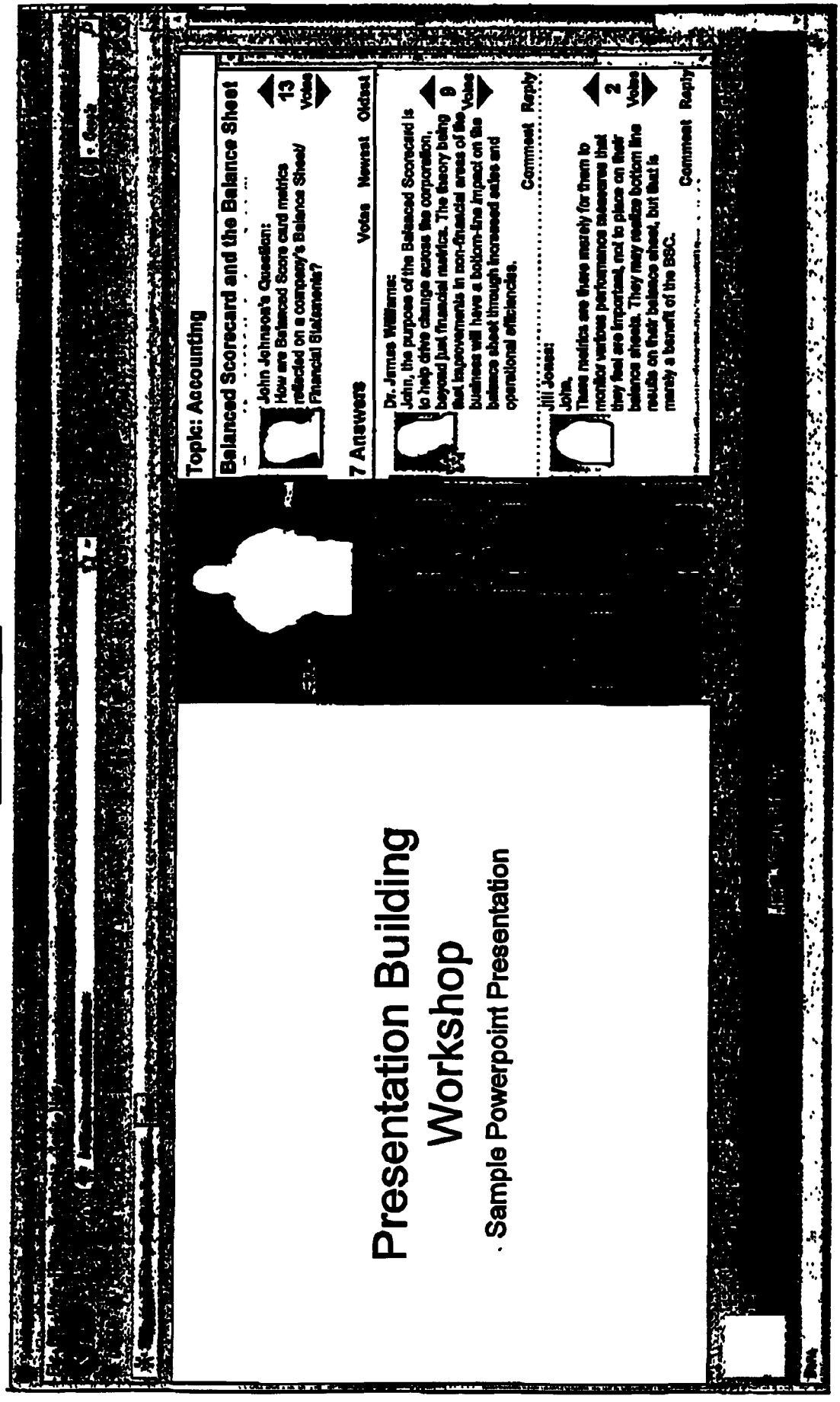

Topic: Accounting
Balanced Scorecard and the Balance Sheet
John Johnson's Question:
How are Balanced Score card metrics reflected on a company's Balance Sheet/ Financial Statements?
13 Votes
7 Answers
Votes Newest Oldest
Dr. James Williams:
John, the purpose of the Balanced Scorecard is to help drive change across the corporation, beyond just financial metrics. The theory being that improvements in non-financial areas of the business will have a bottom-line impact on the balance sheet through increased sales and operational efficiencies.
0 Votes
Comment Reply
Jill Jones:
John,
These metrics are there merely for them to monitor various performance measures that they feel are important, not to place on their balance sheets. They may realize bottom line results on their balance sheet, but that is merely a benefit of the BSC.
2 Votes
Comment Reply
Presentation Building Workshop
· Sample Powerpoint Presentation

FIGURE 67

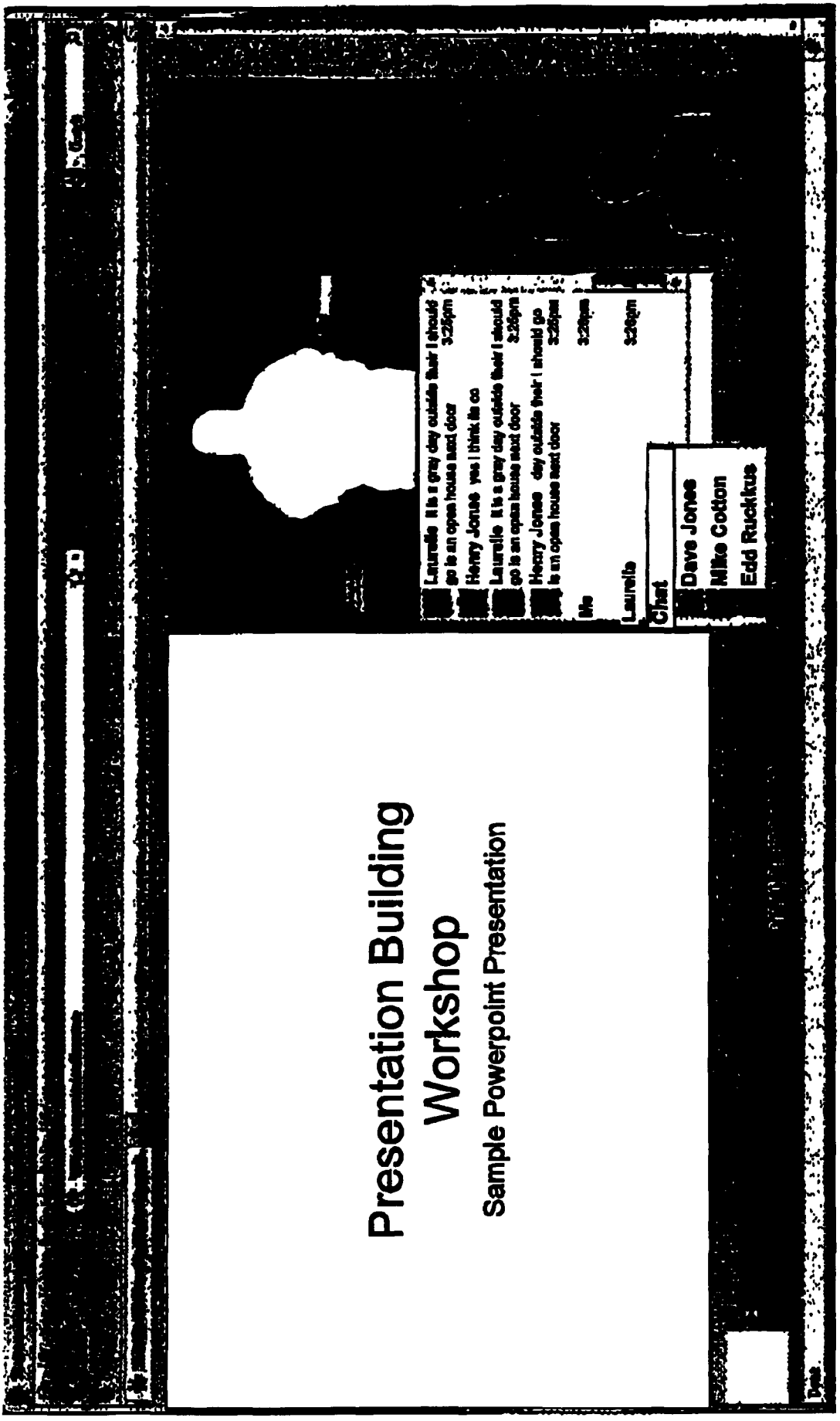

Presentation Building Workshop
Sample Powerpoint Presentation
Chat
Dave Jones
Mike Cotton
Edd Ruckkus

FIGURE 68

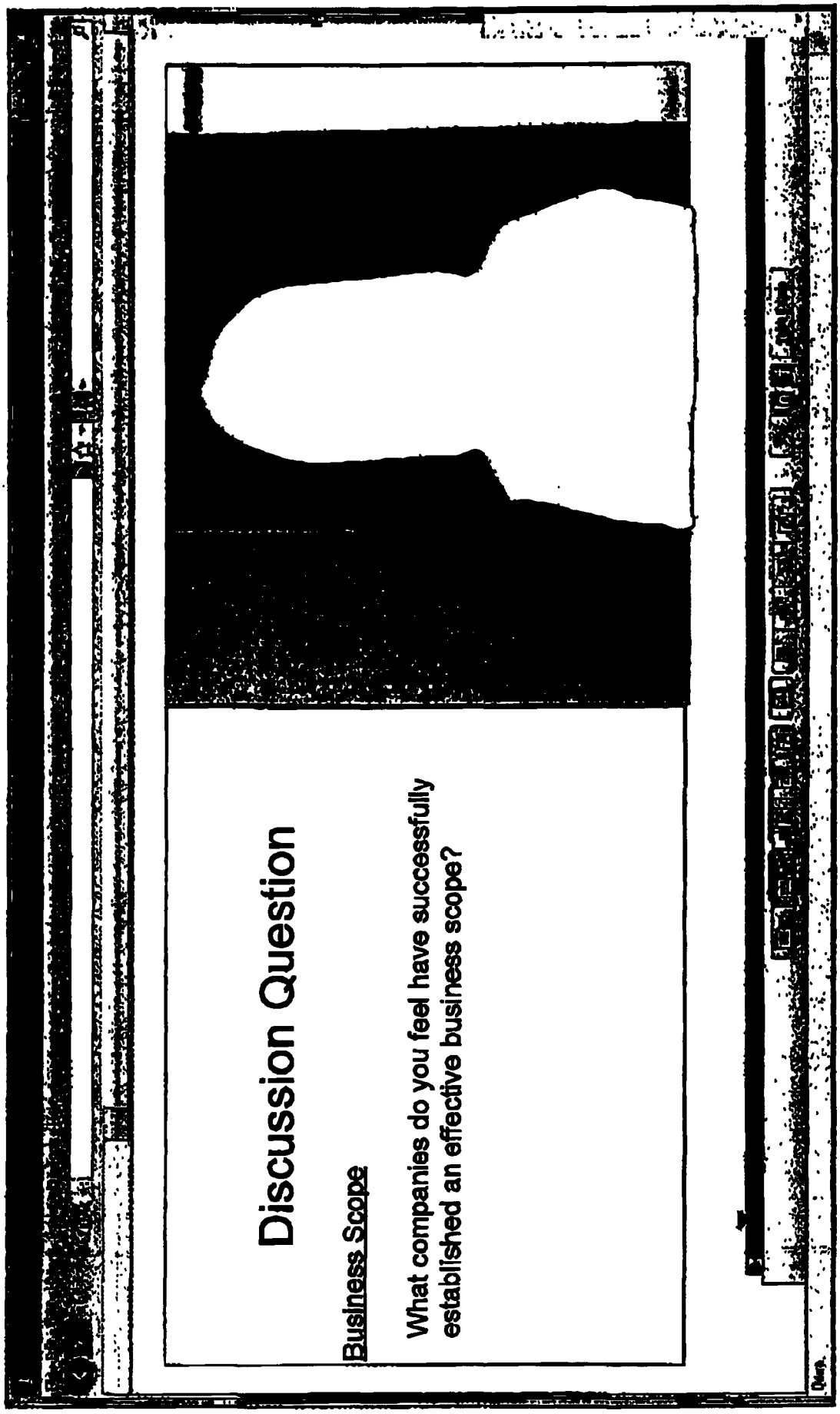

Discussion Question
Business Scope
What companies do you feel have successfully established an effective business scope?

FIGURE 69

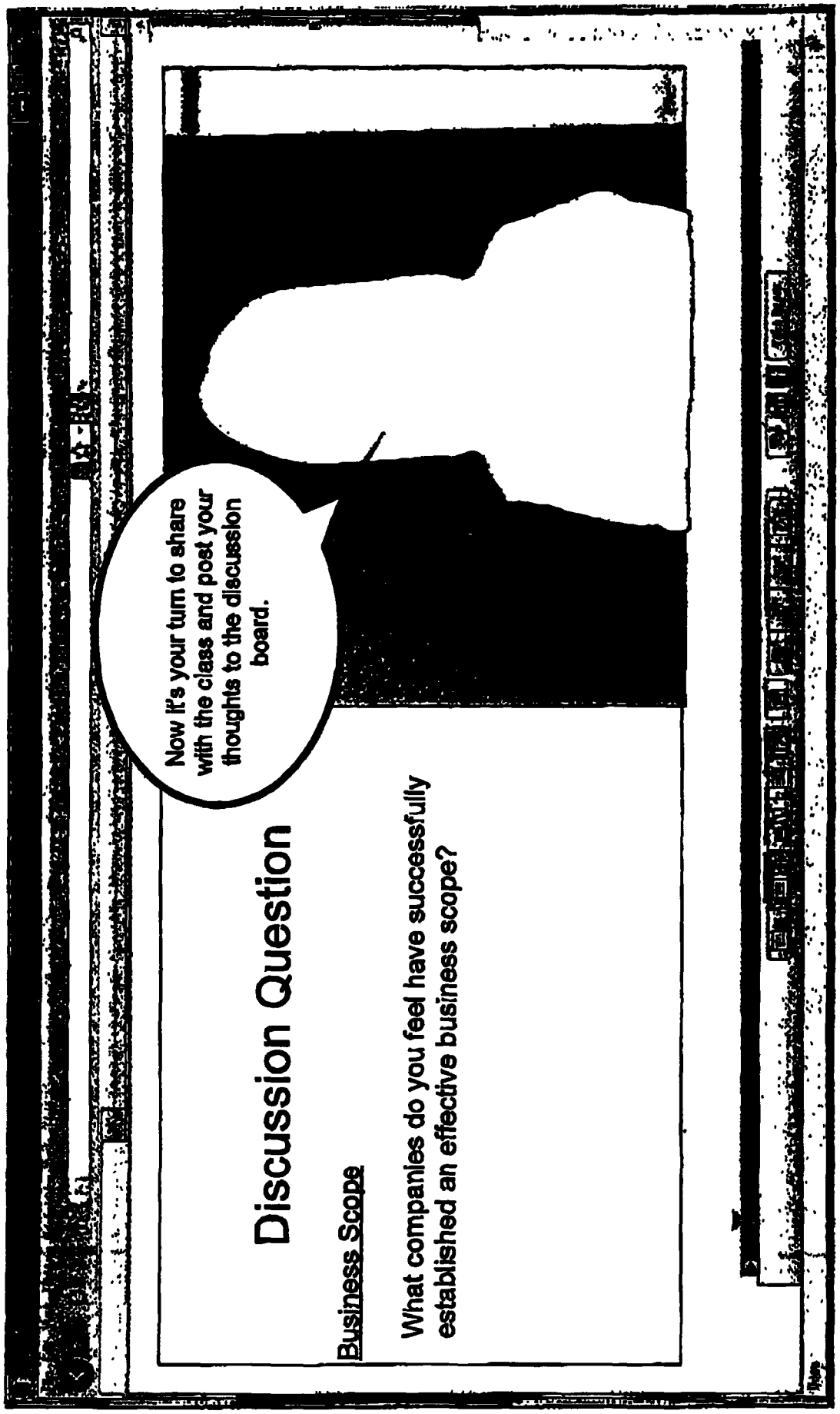

Discussion Question
Business Scope
What companies do you feel have successfully established an effective business scope?
Now it's your turn to share with the class and post your thoughts to the discussion board.

FIGURE 70

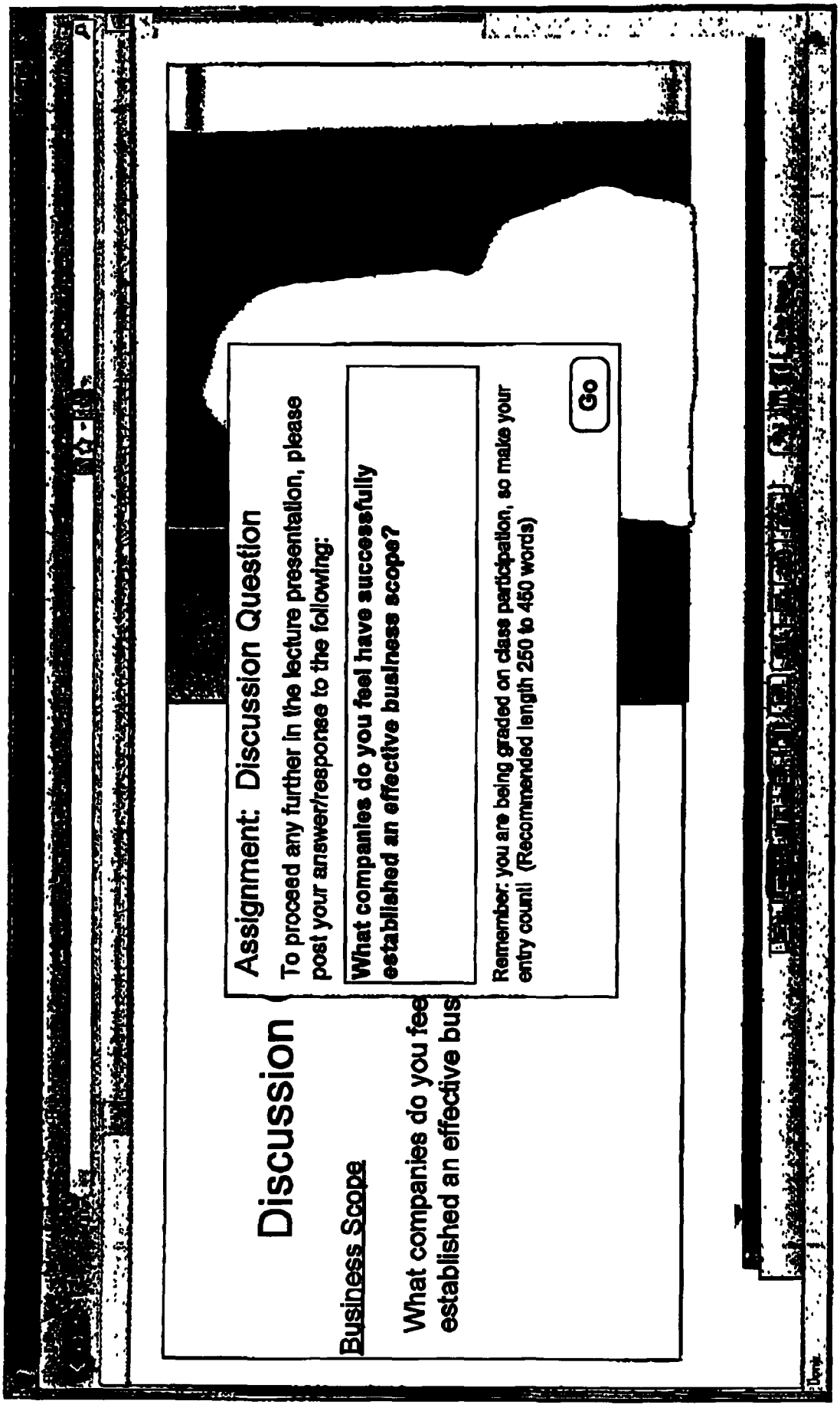

Discussion
Business Scope
What companies do you fee
established an effective bus
Assignment: Discussion Question
To proceed any further in the lecture presentation, please post your answer/response to the following:
What companies do you feel have successfully established an effective business scope?
Remember: you are being graded on class participation, so make your entry count! (Recommended length 250 to 450 words)
Go

FIGURE 71

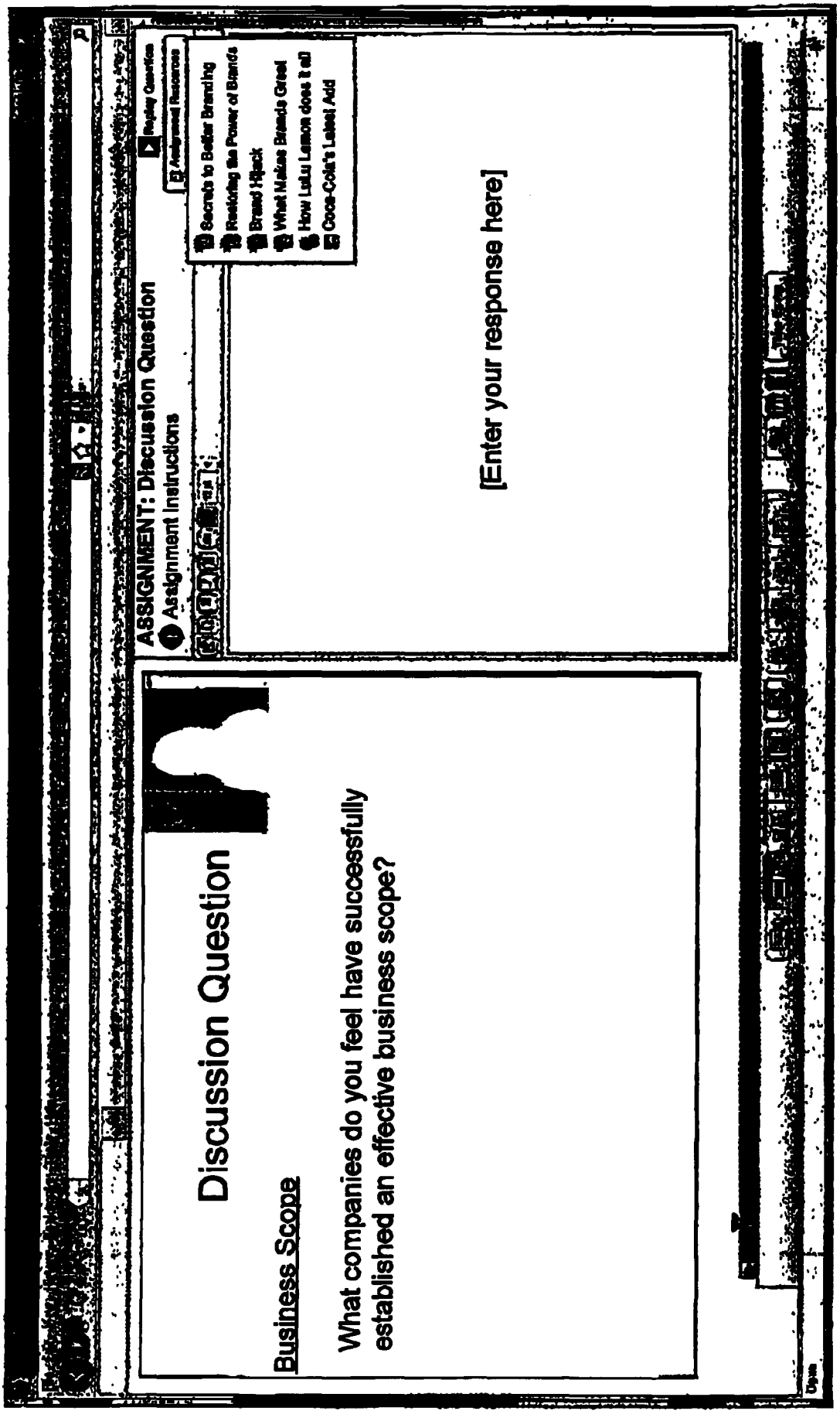

ASSIGNMENT: Discussion Question
Assignment Instructions
Secrets to Better Branding
Restoring the Power of Brands
Brand Hijack
What Makes Brands Great
How LuLu Lemon does it all
Coca-Cola's Label Add
Discussion Question
Business Scope
What companies do you feel have successfully established an effective business scope?
[Enter your response here]

FIGURE 72

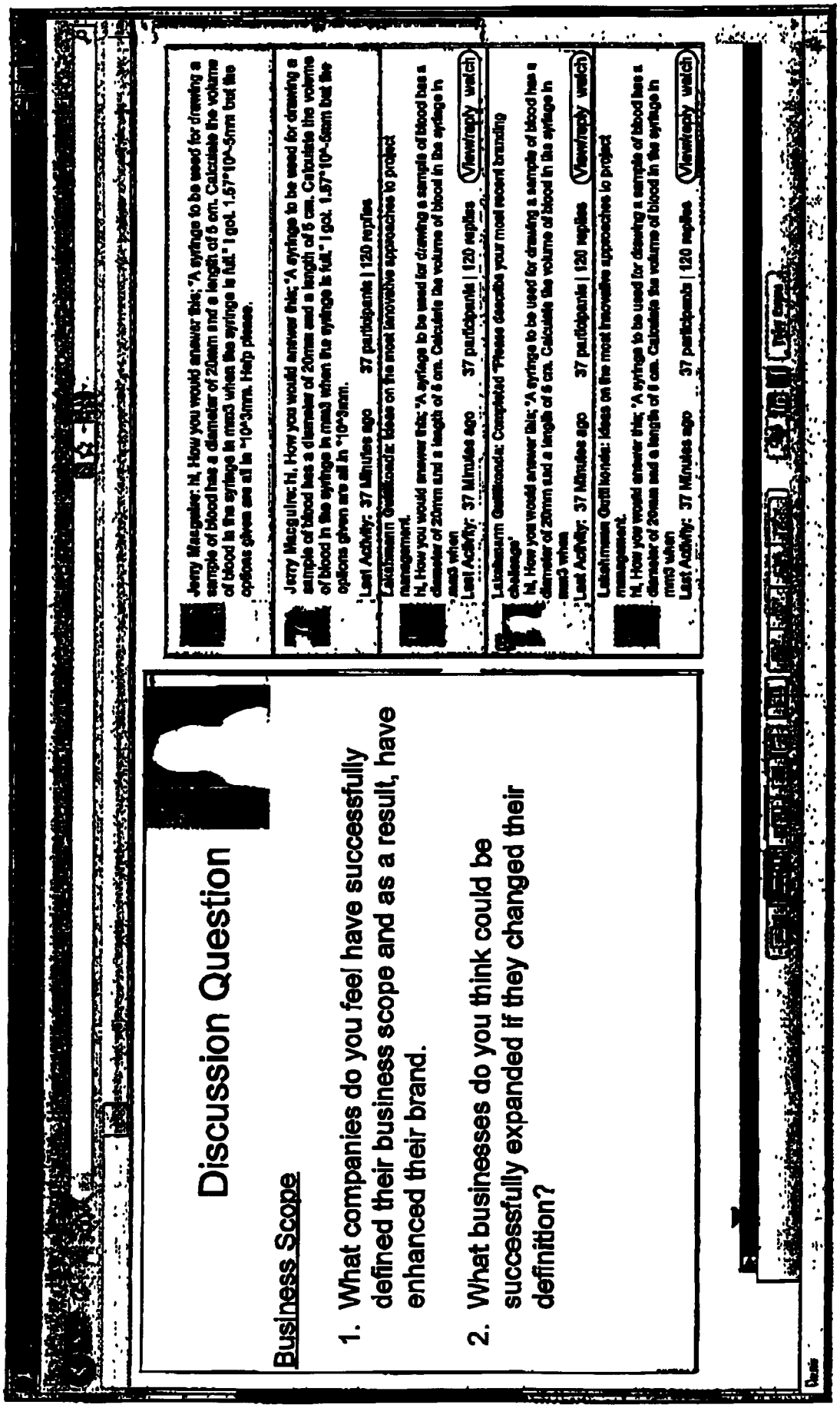

Discussion Question
Business Scope
1. What companies do you feel have successfully defined their business scope and as a result, have enhanced their brand.
2. What businesses do you think could be successfully expanded if they changed their definition?
Jerry Macguire: hi, How you would answer this; "A syringe to be used for drawing a sample of blood has a diameter of 20mm and a length of 5 cm. Calculate the volume of blood in the syringe in mm3 when the syringe is full." I got. 1.57*10^-5mm but the options given are all in ^10^3mm. Help please.
Jerry Macguire: hi, How you would answer this; "A syringe to be used for drawing a sample of blood has a diameter of 20mm and a length of 5 cm. Calculate the volume of blood in the syringe in mm3 when the syringe is full." I got. 1.57*10^-5mm but the options given are all in ^10^3mm.
Last Activity: 37 Minutes ago 37 participants | 120 replies
Lakshmanin Gottikonda: Ideas on the most innovative approaches to project management.
hi, How you would answer this; "A syringe to be used for drawing a sample of blood has a diameter of 20mm and a length of 5 cm. Calculate the volume of blood in the syringe in mm3 when
Last Activity: 37 Minutes ago 37 participants | 120 replies View/reply watch
Lakshmanin Gottikonda: Completed "Please describe your most recent branding challenge"
hi, How you would answer this; "A syringe to be used for drawing a sample of blood has a diameter of 20mm and a length of 5 cm. Calculate the volume of blood in the syringe in mm3 when
Last Activity: 37 Minutes ago 37 participants | 120 replies View/reply watch
Lakshmanin Gottikonda: Ideas on the most innovative approaches to project management.
hi, How you would answer this; "A syringe to be used for drawing a sample of blood has a diameter of 20mm and a length of 5 cm. Calculate the volume of blood in the syringe in mm3 when
Last Activity: 37 Minutes ago 37 participants | 120 replies View/reply watch

FIGURE 73

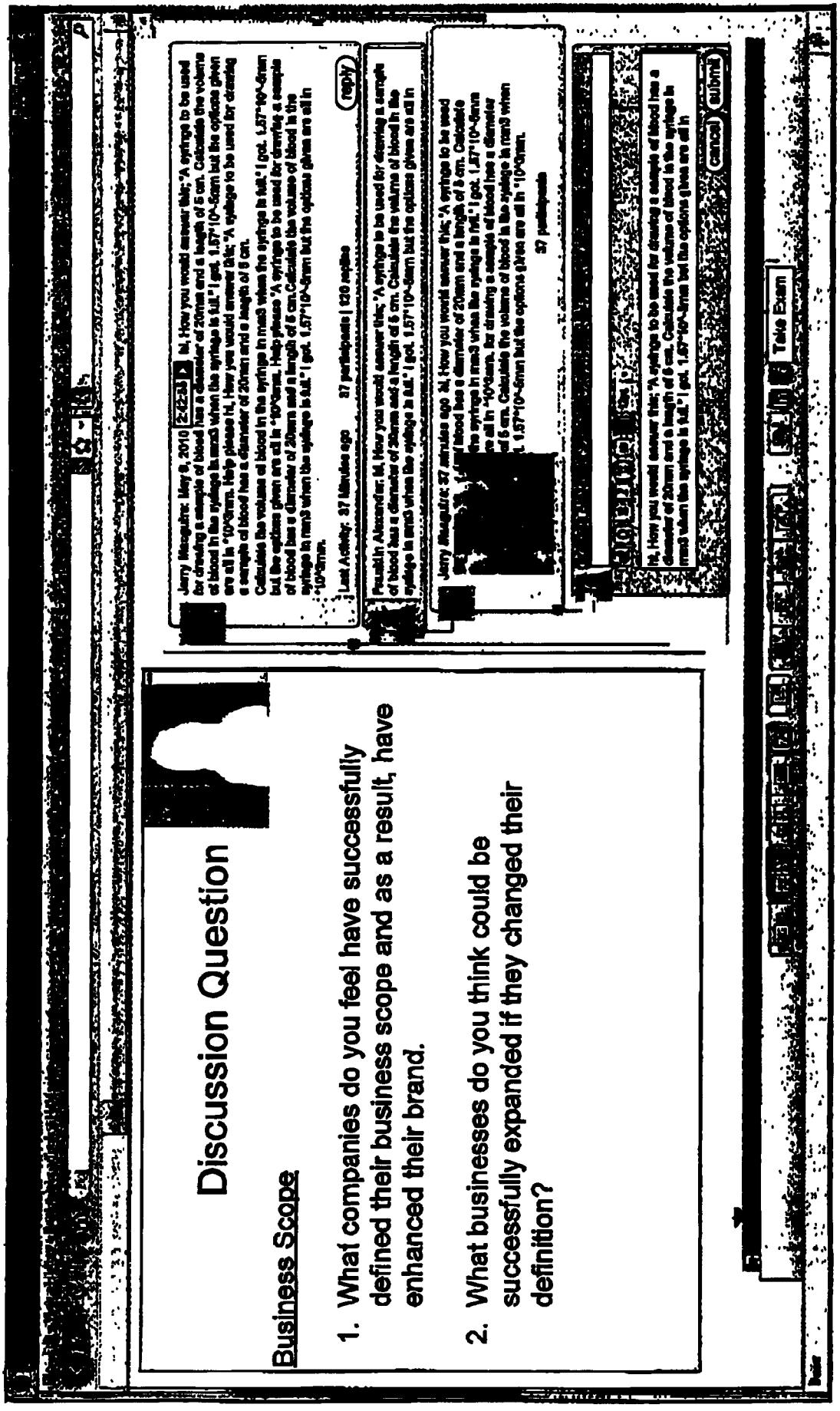

Discussion Question
Business Scope
1. What companies do you feel have successfully defined their business scope and as a result, have enhanced their brand.
2. What businesses do you think could be successfully expanded if they changed their definition?
Take Exam

FIGURE 74

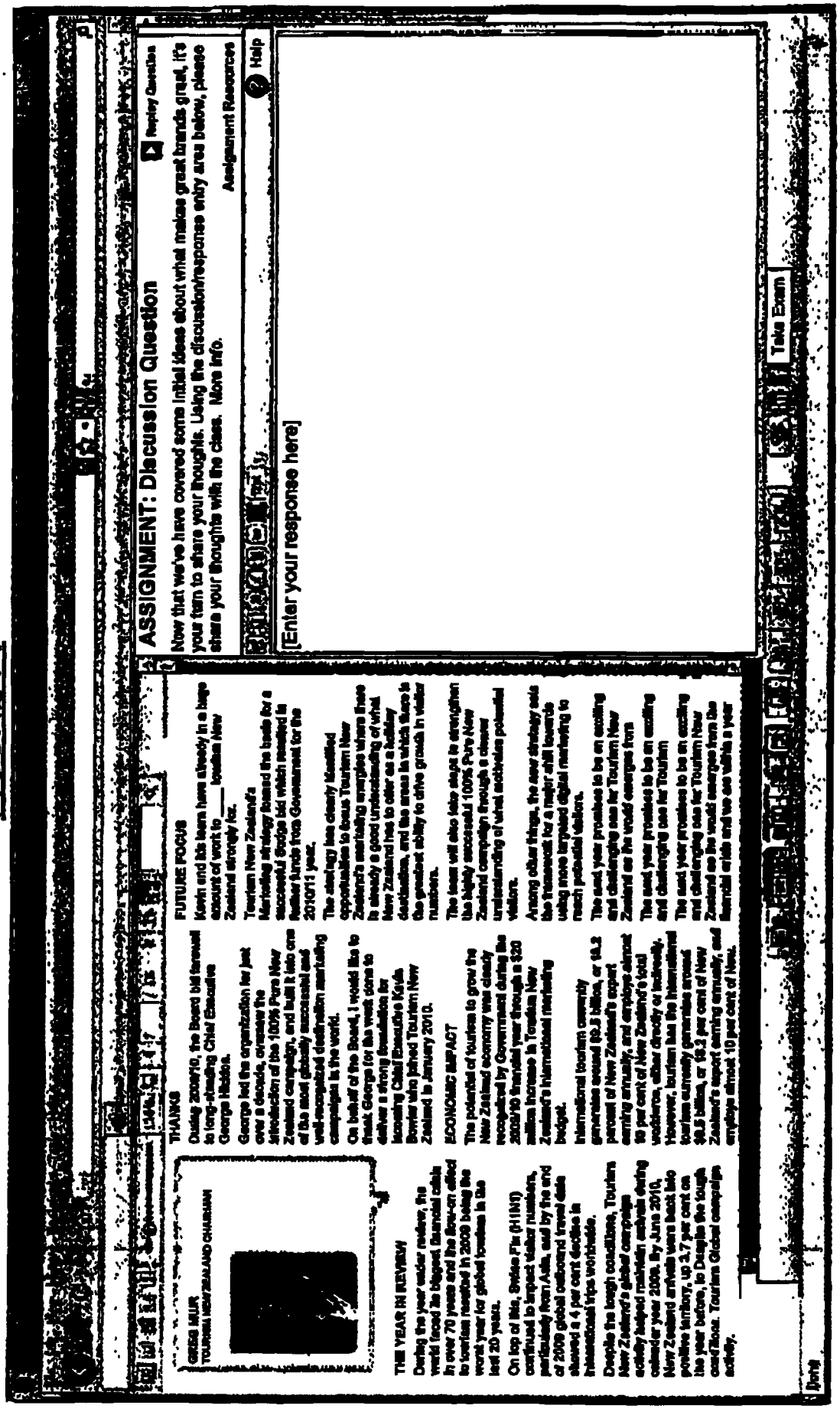
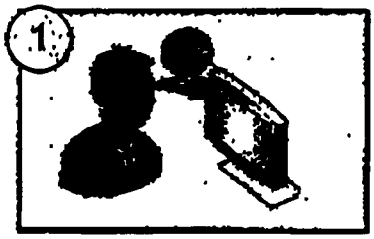

ASSIGNMENT: Discussion Question
Replay Question
Now that we've have covered some initial ideas about what makes great brands great, it's your turn to share your thoughts. Using the discussion/response entry area below, please share your thoughts with the class. More info.
Assignment Resources
Help
[Enter your response here]
Take Exam
THE YEAR IN REVIEW
THANKS
FUTURE FOCUS
ECONOMIC IMPACT

FIGURE 75A

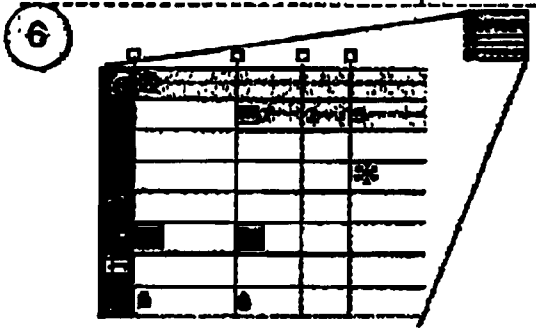
ADVANCED CREATION OF AN INFORMATION PRESENTATION PART 1



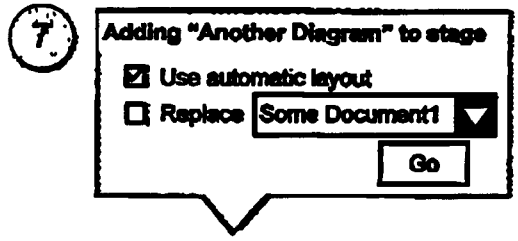
Professor X is creating a predefined information presentation using an editor mode embodiment using his desktop computer or tablet PC or mobile/smart phone, or other computing/controller device or any combination thereof



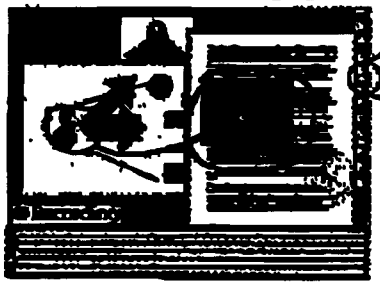
The creation playback application opens in editor mode wit the multi-track time line visible. Professor X sets the initial state of the presentation to use a video recording/playback widget and a document viewing/editing widget.

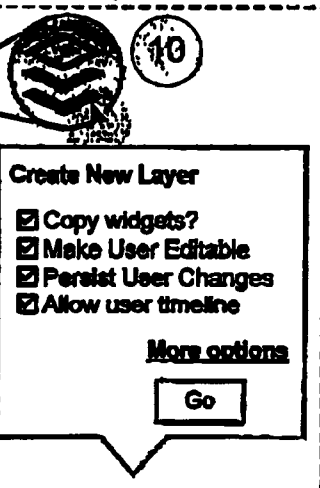


Detailed view of the multi-track timeline, demonstrating how during the recording of an information presentation, that all changes of state of any sort to the assets, widgets or information presentation are recorded, as well



The user interface presents Professor X with various options for adding the diagram to the stage and information presentation using a diagram viewing editing/widget, including automatic layout options where the application automatically detects the best layout option. The application can also automatically add the diagram asset or widget to the stage without





Next professor X decides he'd like to how some supplementary information in the presentation, but leave the existing widgets and layout intact. To do this, Professor X can use the layers widget, to create a new layer on the stage.

FIGURE 75B

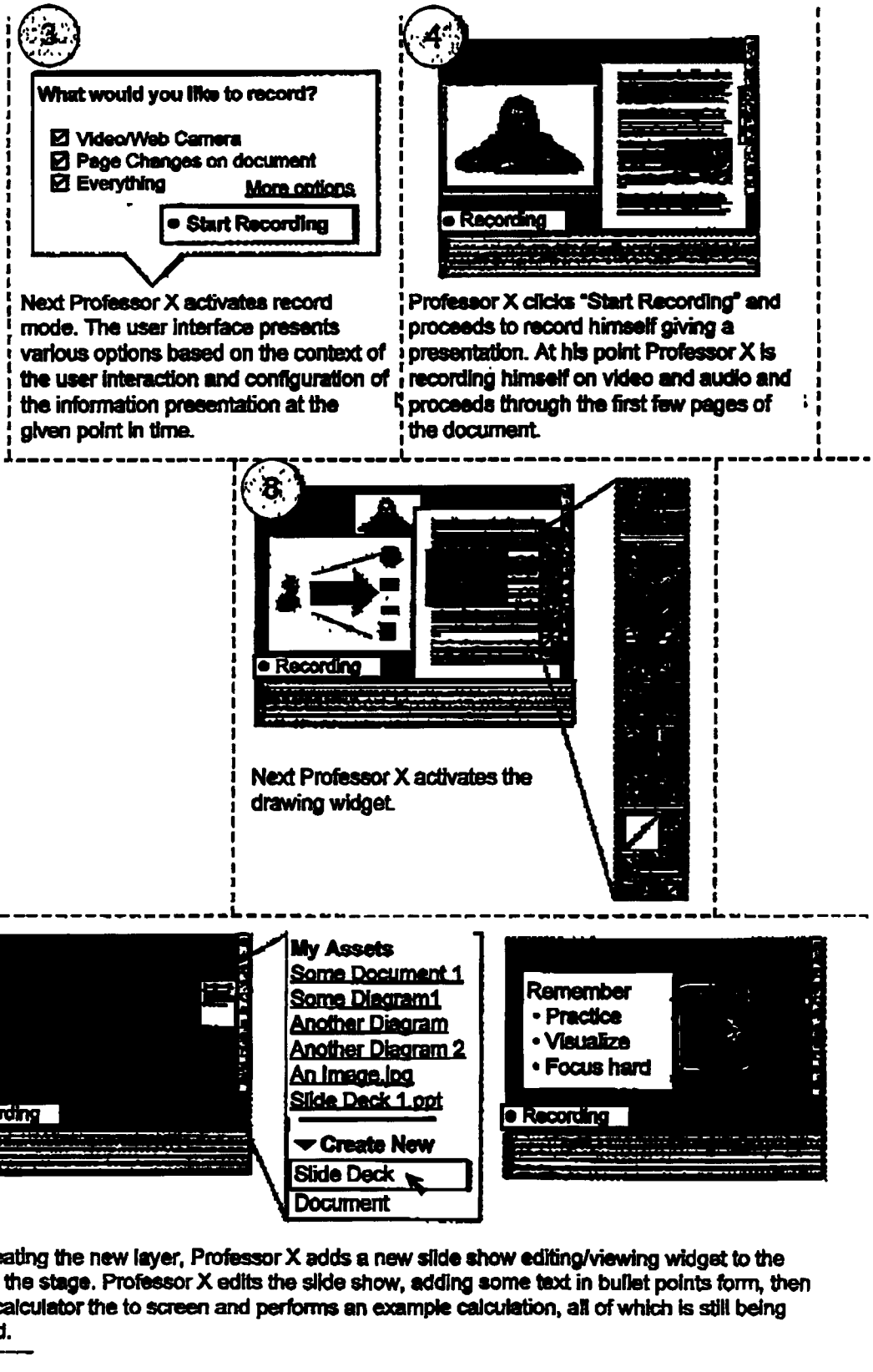
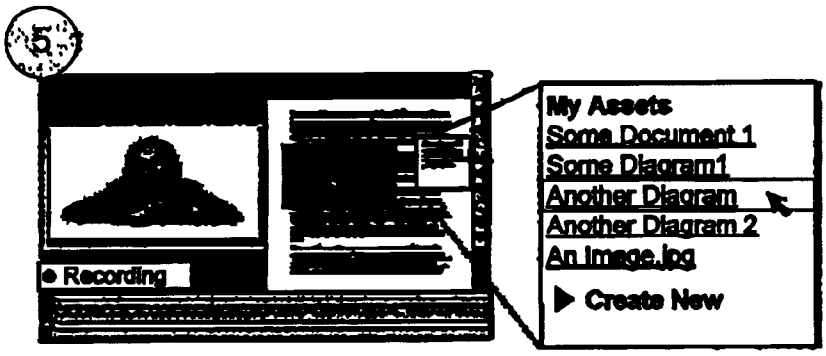
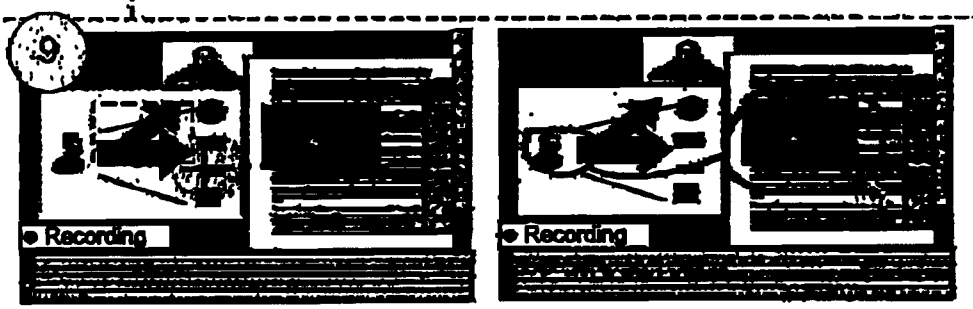

3
What would you like to record?
Video/Web Camera
Page Changes on document
Everything
More options
Start Recording
Next Professor X activates record mode. The user interface presents various options based on the context of the user interaction and configuration of the information presentation at the given point in time.
4
Recording
Professor X clicks "Start Recording" and proceeds to record himself giving a presentation. At his point Professor X is recording himself on video and audio and proceeds through the first few pages of the document.
8
Recording
Next Professor X activates the drawing widget.
11
Recording
My Assets
Some Document 1
Some Diagram1
Another Diagram
Another Diagram 2
An Image.jpg
Slide Deck 1.ppt
Create New
Slide Deck
Document
Remember
• Practice
• Visualize
• Focus hard
Recording
After creating the new layer, Professor X adds a new slide show editing/viewing widget to the layer on the stage. Professor X edits the slide show, adding some text in bullet points form, then adds a calculator the to screen and performs an example calculation, all of which is still being recorded.

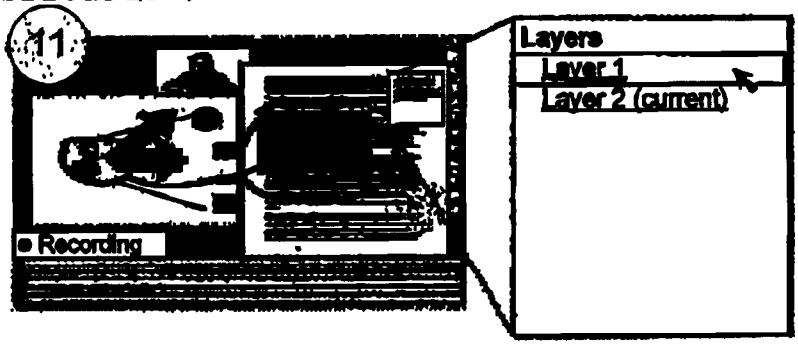
FIGURE 75C



A short way into his presentation, Professor X decides he'd like to better explain a concept and will engage a few other assets and widgets to do so. First, using the asset browser widget, Professor X locates a relevant diagram. Professor X could have also chosen to create and display a new diagram



Using various keyboard shortcuts and/or on screen prompts and the like, Professor X is able to draw on/within and/or interact with both individual widgets or assets, as well as the stage as a whole. For example Professor X makes some modifications to the diagram in real time, the state changes for which are being recorded. Likewise, Professor X can draw shapes overlaying and overlapping the various assets on the stage (this is an example of assets and widgets displaying on top of one another.



Professor X then changes back to the first layer to continue with the main portion of the presentation.

FIGURE 75D

ADVANCED CREATION OF AN INFORMATION PRESENTATION PART 2

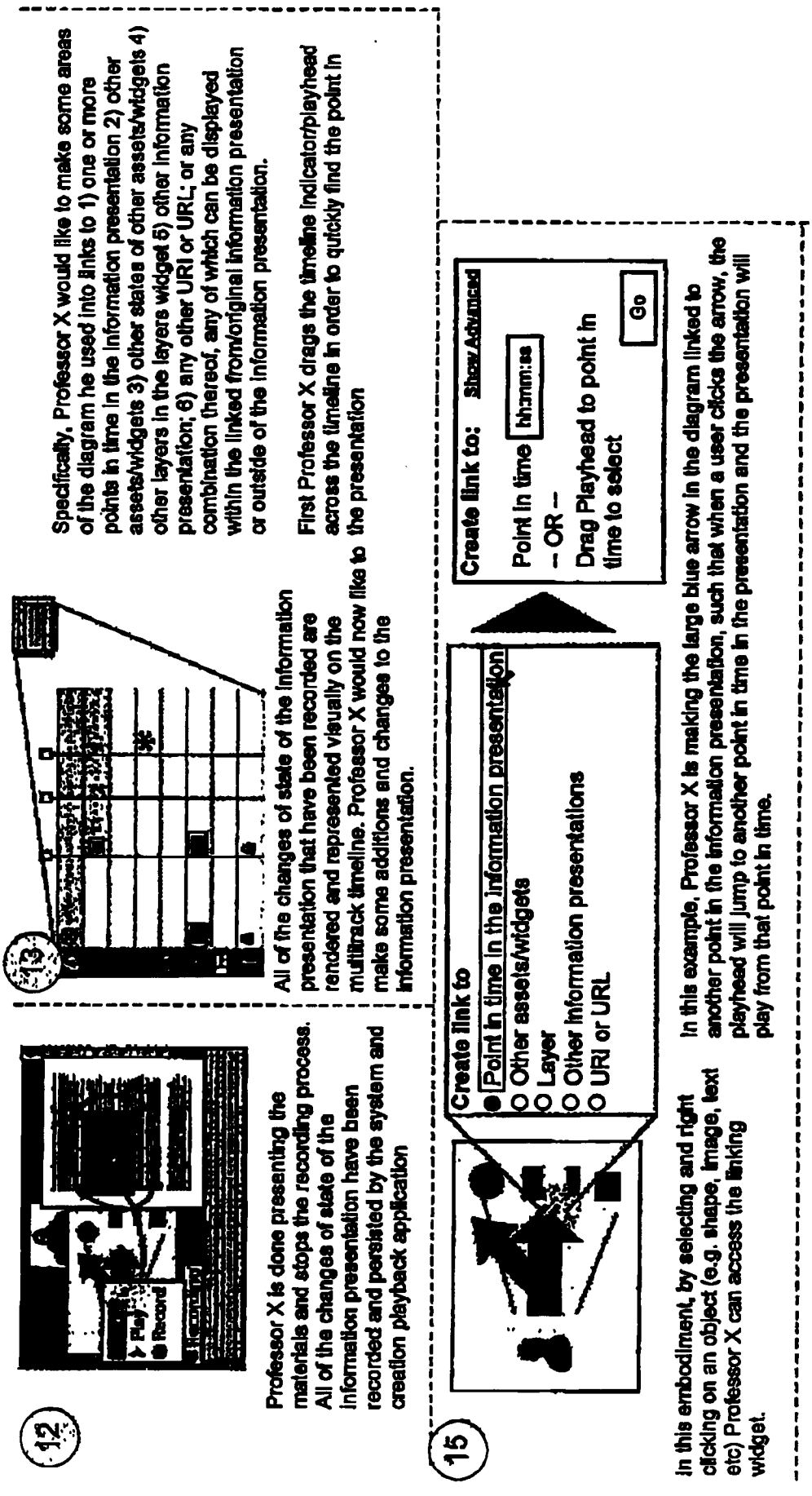
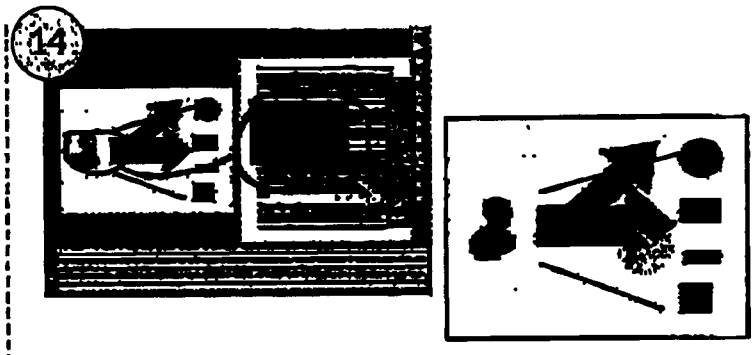
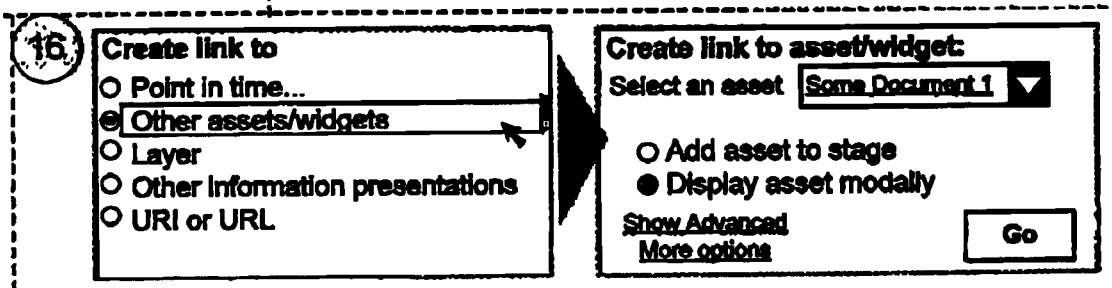


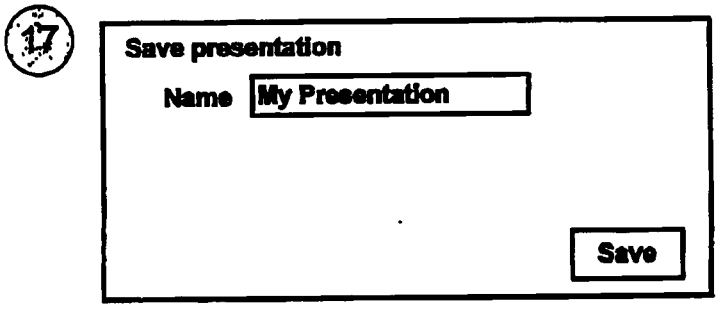
FIGURE 75E



After locating the point in the information presentation where the diagram was added, Professor X now begins interacting with the diagram viewing/editing widget and the application in order to create the links he would like.



Professor X continues to link several other objects within the diagram, using all of the different linking types. The creation of each link type works similarly to that described in 15, wherein after right-clicking, then selecting a link type, the user/editor (i.e., Professor X) is presented with special dialog boxes for creating that link type.



Professor X finishes creating the presentation and uses the save capability of the system 100 and creation/playback application to save the presentation.

FIGURE 76A

ADVANCED DELIVERY OF AN INFORMATION PRESENTATION PART 1

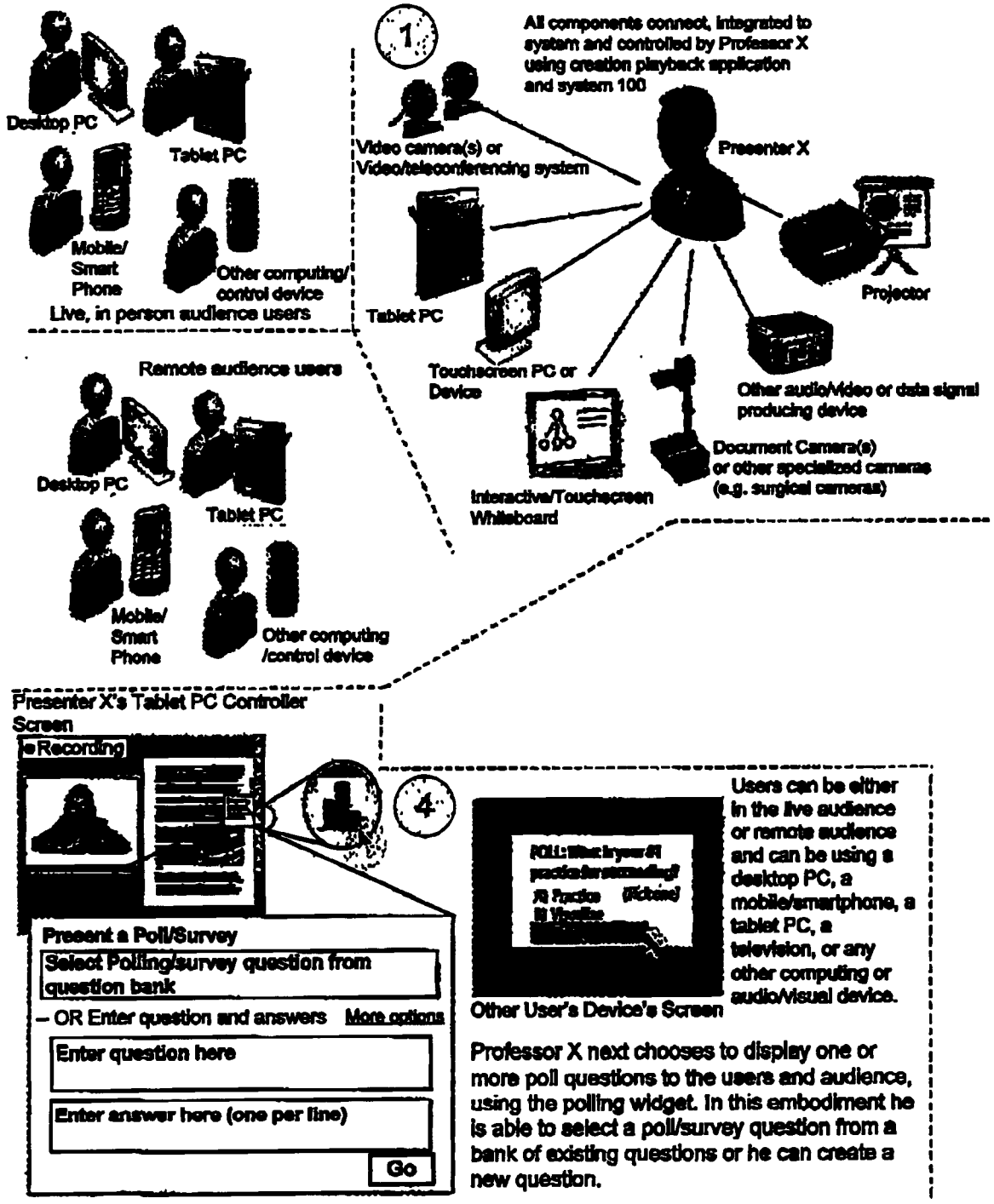


FIGURE 76B

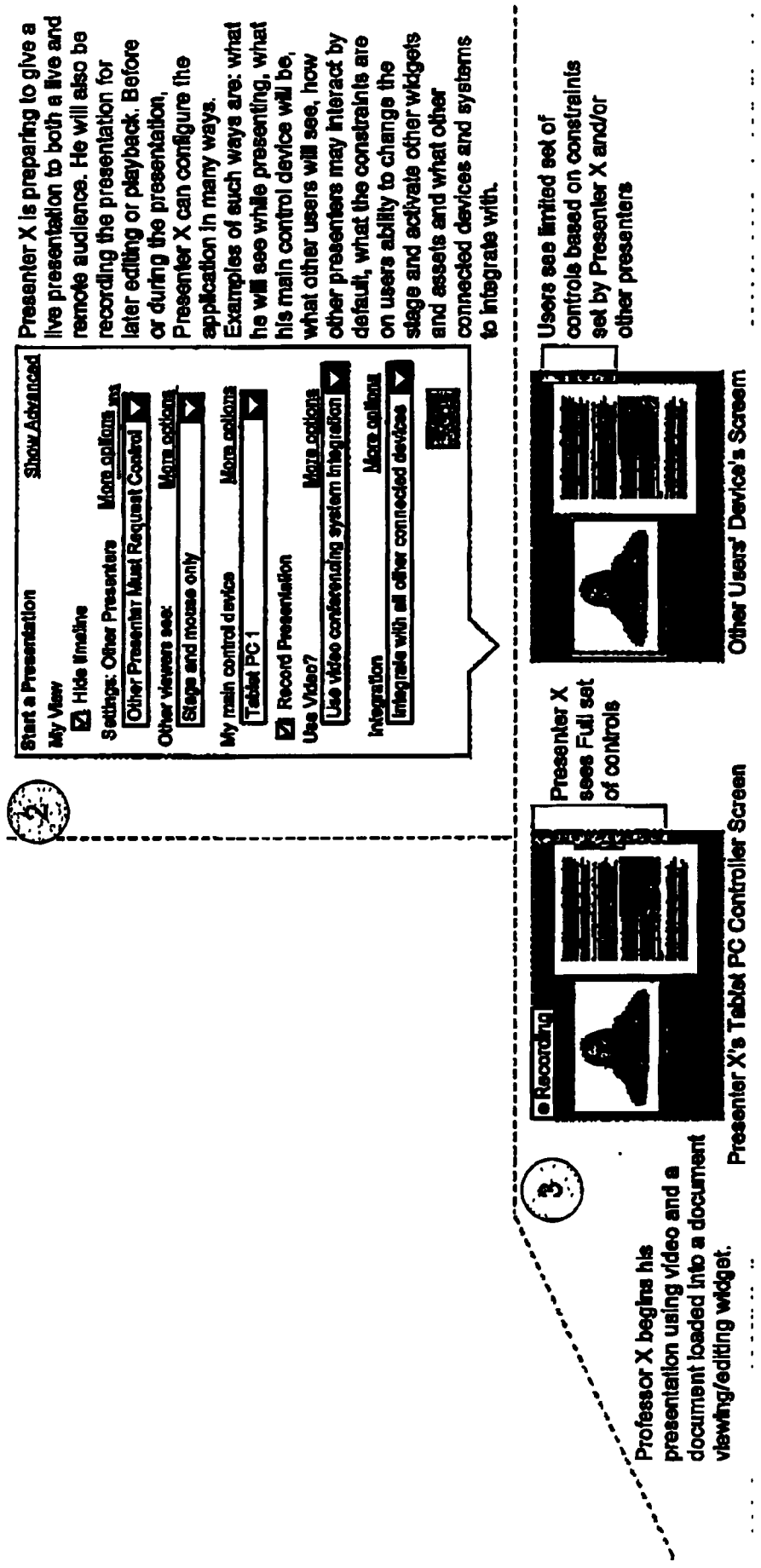

Professor X begins his presentation using video and a document loaded into a document viewing/editing widget.
Presenter X's Tablet PC Controller Screen
Recording
Presenter X sees Full set of controls
Other Users' Device's Screen
Users see limited set of controls based on constraints set by Presenter X and/or other presenters
Start a Presentation
Show Advanced
My View
Hide timeline
Settings: Other Presenters
More options
Other Presenter Must Request Control
Other viewers see:
More options
Stage and mouse only
My main control device
More options
Tablet PC 1
Record Presentation
Use Video?
More options
Use video conferencing system integration
Integration
More options
Integrate with all other connected devices
Presenter X is preparing to give a live presentation to both a live and remote audience. He will also be recording the presentation for later editing or playback. Before or during the presentation, Presenter X can configure the application in many ways. Examples of such ways are: what he will see while presenting, what his main control device will be, what other users will see, how other presenters may interact by default, what the constraints are on users ability to change the stage and activate other widgets and assets and what other connected devices and systems to integrate with.

FIGURE 76C

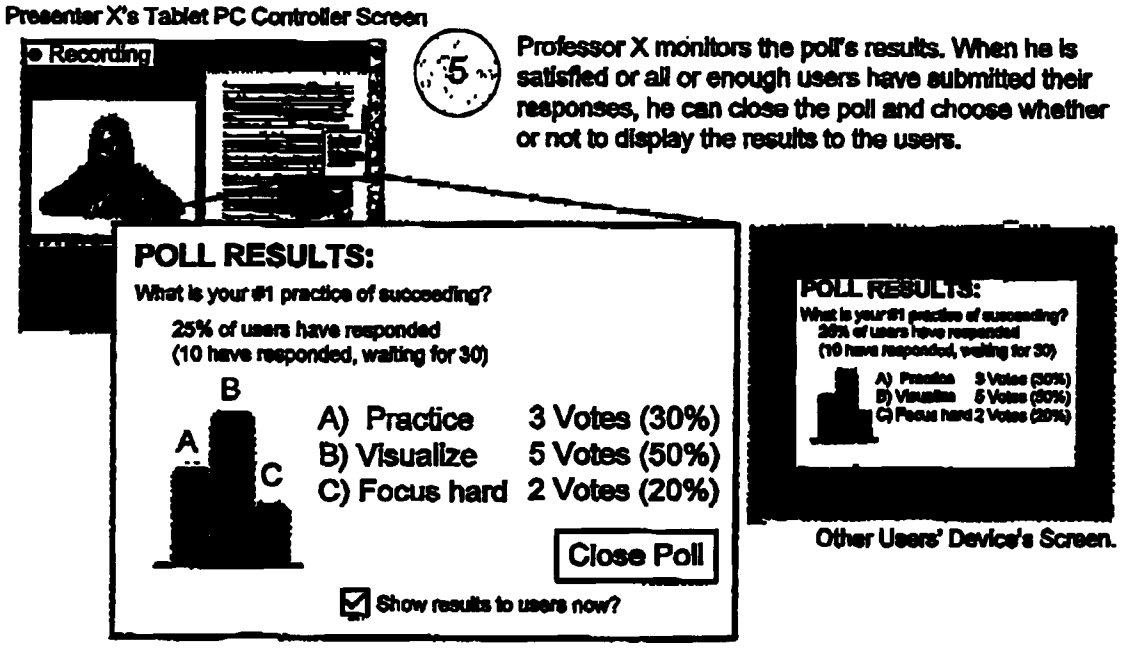

Presenter X's Tablet PC Controller Screen
Recording
5
Professor X monitors the poll's results. When he is satisfied or all or enough users have submitted their responses, he can close the poll and choose whether or not to display the results to the users.
POLL RESULTS:
What is your #1 practice of succeeding?
25% of users have responded
(10 have responded, waiting for 30)
A) Practice 3 Votes (30%)
B) Visualize 5 Votes (50%)
C) Focus hard 2 Votes (20%)
Close Poll
Show results to users now?
POLL RESULTS:
Other Users' Device's Screen.

FIGURE 76D

ADVANCED DELIVERY OF AN INFORMATION PRESENTATION PART 2

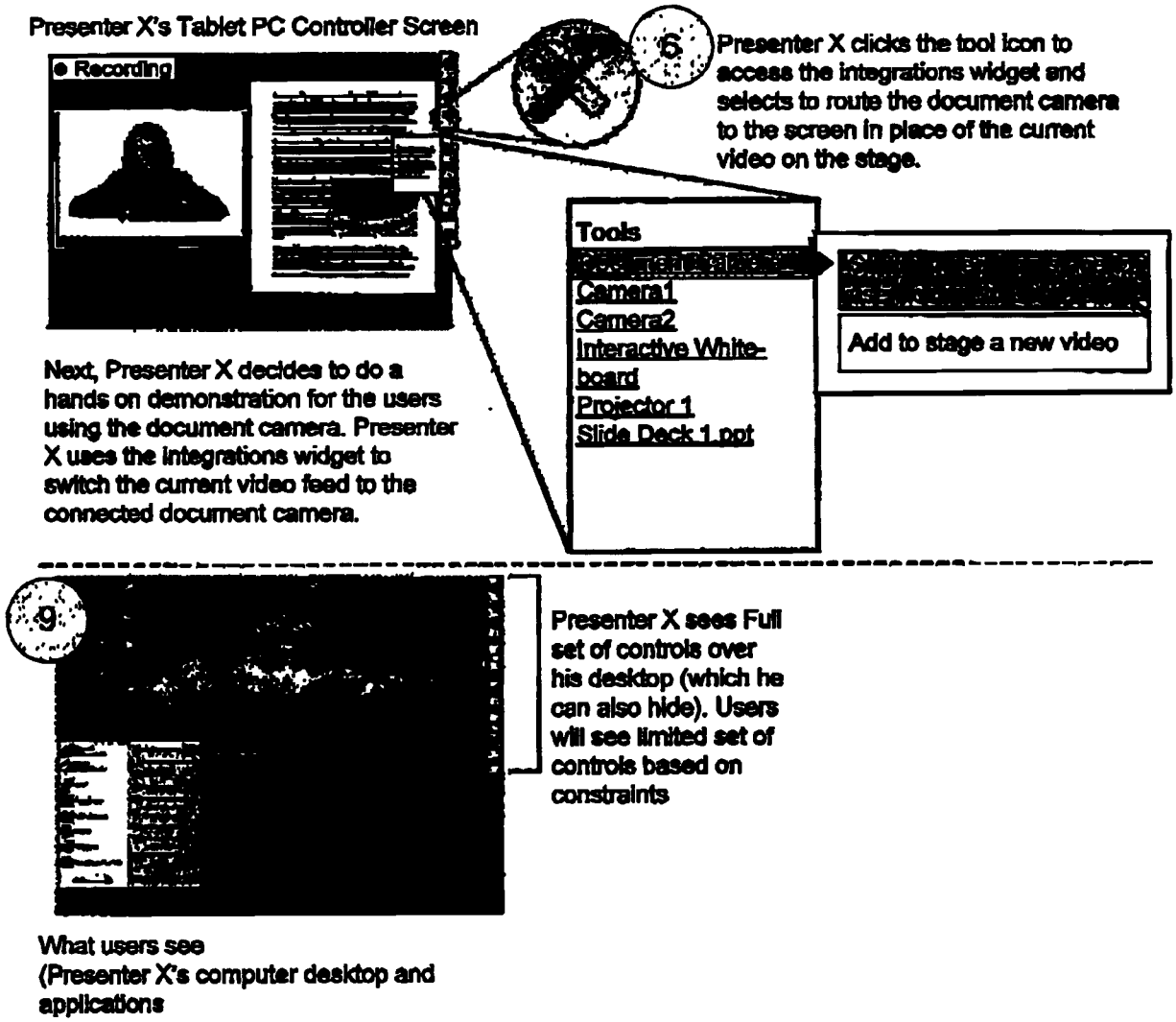


FIGURE 76E

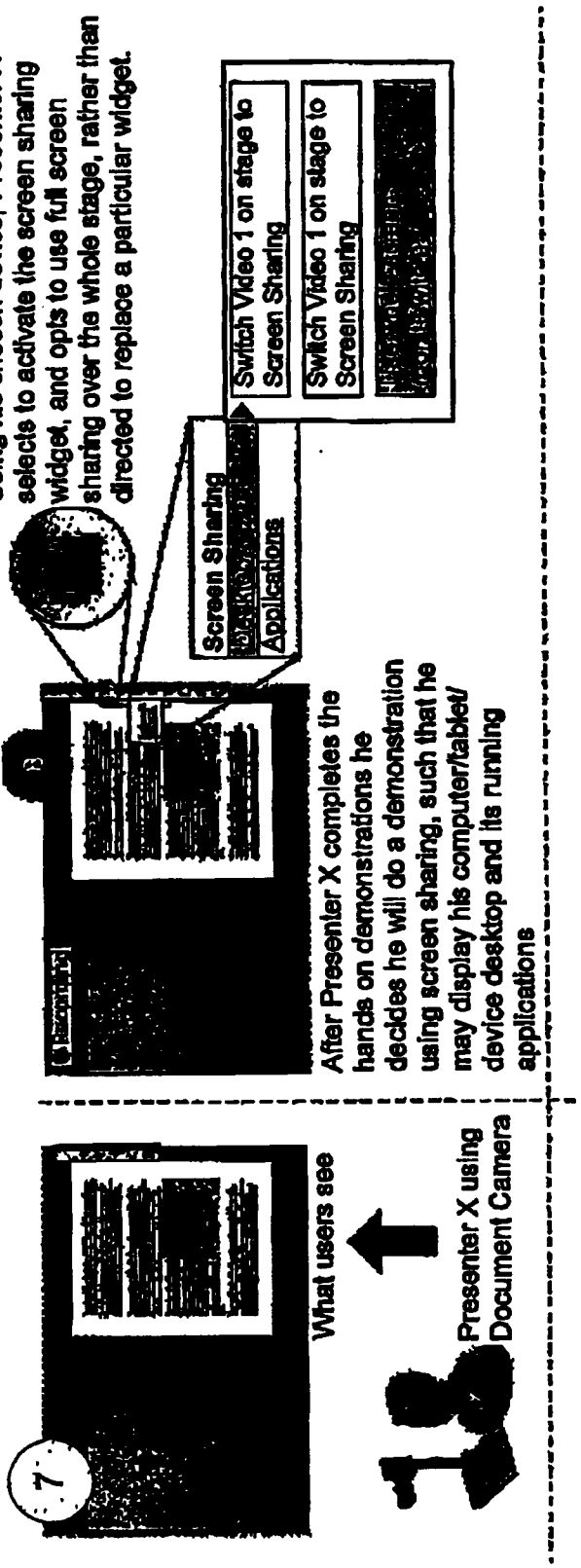
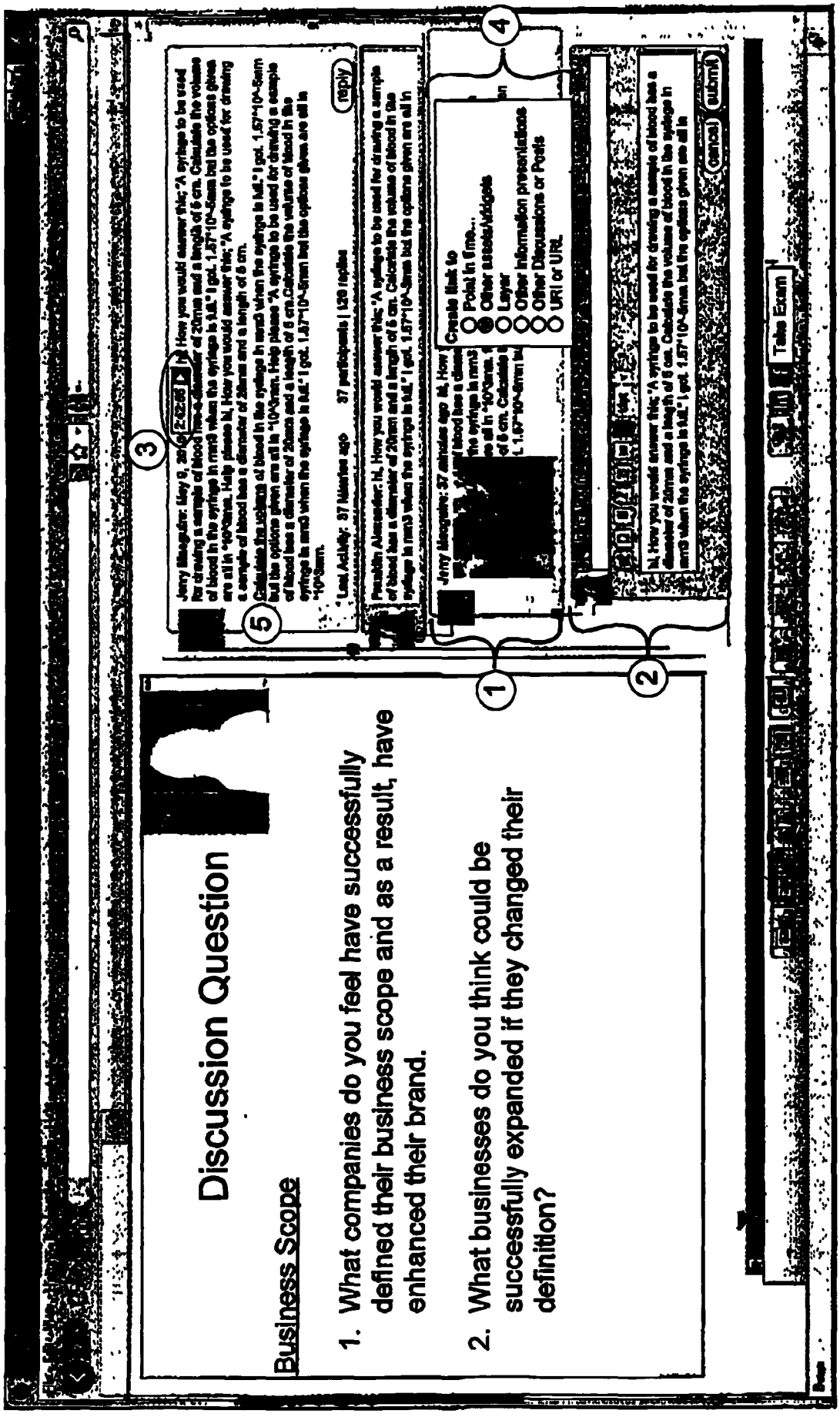

Using his chosen device, Presenter X selects to activate the screen sharing widget, and opts to use full screen sharing over the whole stage, rather than directed to replace a particular widget.
Screen Sharing
Applications
Switch Video 1 on stage to Screen Sharing
Switch Video 1 on stage to Screen Sharing
After Presenter X completes the hands on demonstrations he decides he will do a demonstration using screen sharing, such that he may display his computer/tablet/ device desktop and its running applications
What users see
Presenter X using Document Camera

FIGURE 77


Discussion Question
Business Scope
1. What companies do you feel have successfully defined their business scope and as a result, have enhanced their brand.
2. What businesses do you think could be successfully expanded if they changed their definition?
1
2
3
4
5
Take Exam