Paragraphs From Discussions

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Understanding Communications Network Operations can be a challenge for a tech coordinator if that person just has an educational background. The Network's application architectures can exacerbate those challenges: Host-Based Architecture, Client-Based Architectures, Client-Server Architectures, Two-Tier, Three-Tier, and n-Tier Architectures, Cloud Computing Architectures, and Peer-to-Peer Architectures are the most common Architectural designs, Fitzgerald, Dennis, & Durcikova, (2015 pg. 28-33). It requires a technical savvy individual to understand how data traverses throughout the architectural functions. For example, with the n-tier architecture there are two types of data flow approaches (thin-client and thick-client), both approaches affect only the application layer of the Internet Model TCP-IP. An n-tier client-server architectures is displayed in the figure 1 below:

Figure 1

N-Tier Client-Server Architecture

Note: The data flowing through this Architectural design is bidirectional.

Reference

FitzGerald, J., Dennis, A., & Durcikova, A. (2015), Business Data Communications & Networking, John Wiley & Sons, Inc, USA, 12th Ed.

The Next paragraph stems from discussion of weeks 2' instructions:

Databased Management Systems (DBMS) are critical to the effectiveness of Educational Systems. Tech Coordinators should be familiar with DBMS schema to understand codes used to characterize data, "The main type of codes are Classification Codes, Category Codes, and Action Codes", Shelly & Rosenblatt, (2011, pg. 432). The Tech Coordinator's responsibility is to make sure that the normalization of data is presented on

the frontend for user friendly displays which propagates via databases for planning, budgeting, hiring, purchasing, and maintaining equipment, Shelly & Rosenblatt, (2011, pg. 406).

<div align="center">Reference</div>

Shelly, G., & Rosenblatt, (2011), System Analysis and Design, Cengage Learning, USA, 8th Ed.

The following paragraph formulates from discussion of weeks 9' instructions:

Persons are measured by their community - especially the leaders. Some aspects of leadership aren't seen by the wider community. For example, how many students from a specific community received their GED with the help from my personal tutelage. Block points out, "The role of leaders is not to be a better role model or to drive change, their role is to create the structure and experience that bring citizens together to identify and solve their own issues, (2009, pg. 74). Within impoverished communities healing is needed, and restoration can only be achieved by having access to technological advancements.

<div align="center">Reference</div>

Block, P., (2009), Community, The Structure of Belonging, Berrett-Koehler Publishers, Inc., USA

The last paragraph presented here is produced from discussion instructions of week 7:

Knowing that changes happen consistently, assessment is a term that must be in the forefront of the thoughts of teachers, students, and administrators. "During the past decades, teachers across the United States have had the opportunity to analyze their classes and coding the frequency of different actions onto a data sheet", Freiberg & Driscoll, (2005, pg. 458). Veracious data distinguishes strengths and weaknesses resting on abilities to make change. Students need to meet objectives to determine their development process through responsible observations. Administrators need to be assessed and held responsible for educational improprieties.

<div align="center">Reference</div>

Freiberg, H. & Driscoll, A., (2005), Universal Teaching Strategies, Pearson Education, Inc., 4th Ed.