

HS IET Robotics

Student

Teacher: -his comments.

Student: Journals, and then journals, and then some of the note pages. Like right here, there's some misspellings, and wordings, and grammar stuff. I've got to fix that today.

Teacher: Okay.

Teacher: Where are you saving all your work, Student?

Student: Over here, in our Google Drive. We set up our own account, that's why. So we have a full folder dedicated to our journals right here. It has it all documented ever since-

Teacher: What is the latest entry you did?

Student: It was after ... That one's on my hard drive, I have [inaudible 00:00:48].

Teacher: Okay, all right.

Student: Should we put decals here?

Student: [inaudible 00:01:27] make it kind of boxy looking.

Student: No, but I mean on top.

Student: On the top.

Student: Put it on the top, in there.

Student: Yeah, maybe on the top, because the cortex key is in the way [crosstalk 00:01:38]

Student: I mean, they won't be that big. But, I mean, a panel here.

Student: Oh, yeah.

Student: Like a little, something about two inches wide.

Student: Yeah, I guess we could. I mean, might as well. Got the resources.

Student: Two inches and-

[00:02:00]

Student: Six something on the side

Student: That six and a half?

Student: Six and ... seven inch.

Teacher: Student, make sure you get the shots of them shooting the ball, so we can evaluate later. I want to know if they can do it in under a minute.

Teacher: So Student, maybe after this, you can help [Eli folks 00:03:03] with the printing.

Student: You can probably just bend [Student 00:03:07] into ... We'll keep them the same length though.

Student: Let me see. It was set up with a ... Hey, we have a collar assembly.

Student: But I like these. I like these, though. It'll have to be cut, probably a hole shorter. These ones.

Student: I don't know, because it fits like this. It's kind of boxy.

Student: They'll be a little shorter, yeah?

Student: Yeah.

Student: Actually, I'll cut that myself. I'll leave it five inches.

Student: They're an inch taller down here. I'm sorry, two inches taller.

[00:04:00]

Student: So it'll be something very similar going on the top, right here. Like that. But come out to there. It fits too, if it balances like that. That's kind of slick, actually.

Student: It doesn't really get in the way as much.

Student: So then something will be on top here. So I'll leave these the same, then.

Student: Okay. With the-

Student: I'll leave these the same.

Teacher: All right, so you've got your shot. You want to put all four and see. Have you ever made all four in autonomous?

Student: I think, once.

Teacher: You said once, so this will be the second time, right?

Student: Probably.

Teacher: Okay.

Okay, so. It's actually more power now, you can still do it.

Student: We'll shoot all four.

Teacher: Exactly ... In the finals match, when you get there. How much do you think you'll have to be making in the finals match?

Student: All of it.

Teacher: Okay, so the ideal alliance, is 3, 5, 9. A, B, and C. And that may happen, you never know.

Student: [Pro City 00:05:36] said they're doing something good.

Teacher: Did they say that?

Student: Yeah, they said that.

Teacher: They told you that their doing much better now?

Student: Yeah.

Teacher: You talked to them?

Student: Yeah.

[00:06:00]

Teacher: Oh hey, watch out.

Student: I'm going to add another second.

Student: Well, we kind of looked at some previous designs. We actually had a PTO before. We designed a [dog ear shifter 00:06:33]. But we realized that with the limited time for our max design, right there, that it wasn't going to-

Student: Also, the difference between the [dog shifter 00:06:46] and this one, this connected the drive. So we don't actually have to lift up the robot to make sure our robot doesn't move, because the drive has the power [inaudible 00:06:54]. But when we want to, we can always shift it back in, and we won't have to use our drive.

Teacher: So the other one, you look at space?

Student: Yeah, you have to lift up the entire robot.

Teacher: Right, well the one that you climb, the wheels could be moving. This one, you disengage the whole drive.

Student: Yeah.

Teacher: So you could have used this method, even with the lifting one, you guys could have.

Student: But time-wise, we were kind of pushing it.

Teacher: I got to check my printer again, because I think it's four.

Student: Yep, that was four.

Teacher: Let me go check. I'll go check.

Student: [inaudible 00:07:49]

[00:08:00]

Teacher: I'm going to check and see.

We're having the same issue, so hang on.

Student: Andy, Plug it in.

Teacher: Try again, Nicky.

Student: Okay.

[00:10:00]

Student: I upped the gain a little bit, and I gave it another RPN.

Student: What's it at?

Student: Ninety.

Student: Jesus.

Student: I'm going to put it to 50.

Student: Yeah, I'd say put it to-

Student: Wait.

Student: No, don't put it ridiculously low.

Student: Sixty-three.

Student: Yeah, sixty-

Student: Sixty? I'm putting it to 63.

Student: Try it at 70.

Student: Sixty-three.

Student: Okay. You can put it at 70 or 63.

Teacher: Okay, before the bell rings. Just make sure ... So let's recap a few things here. I know you guys are making modifications, but again, the three things. Autonomous is the most important. Why is autonomous important? It's not so much if you miss shots, but why is autonomous important?

Student: The 10 bonus points.

Teacher: [00:12:00] The 10 bonus points is huge. Got to make that. Got to make your close shots. Got to make your full court shots. Three things.

Eli, you want to grab this one?

Student: Yeah.

Teacher: [inaudible 00:12:48] is good. Good. Okay, so let's remember those three things now. The bell rang. Just remember autonomous, full court, and the close shots.

[00:14:00]

Student: I know, but ...

Student: Do you guys have a regular [buyer 00:14:22] I could borrow?