
Software Quality Assurance: SOFT3302

Tutorial – Week 11

Objectives

A retrospective. Revision.

Pework

Make sure you are not leaving Assignment 3 until the last minute. Begin organising your revision of the course in preparation for the exam.

Labwork

Consider some of the questions from previous weeks' tutorials. Discuss them in small groups. Have any of your answers/attitudes changed during the course of the semester?

1. Consider the statement 'A tester is not a failed programmer.' Does this fit with your understanding of a tester? (Week 2, Question 4)

Has an understanding of the structure and complexity necessary to ensure effective testing changed/reinforced your answer to this question?

How has your understanding of the nature of a tester and the skills required to be a tester changed?

2. Discuss any perceived advantages and disadvantages of unstructured versus structured testing. (Week 3, Questions 2 & 8)

3. Do you think that testing needs to be taken into account during design? What does this say about the temporal ordering of testing and coding? (Week 3, Question 7)

Discuss this in the light of what you have learnt this semester and also in Assignment 2.

Use any remaining time to review last week's lecture (remember, it is examinable) and, indeed, the course so far since we are drawing close to the end of the semester. Ask questions of your tutor and discover areas in which you need to perform revision.

Comments on previous weeks' tutorials

I noticed and was told of many students whose attitude seems to have been 'yeah, yeah, this is obvious' and either did not do the tutorial or left early; similarly with the previous tutorial on test procedures.

As with quite a few things in computer science and mathematics thinking one understands something and actually doing it so one *knows* one understands it may be two entirely different things.

For example, many students verbally communicated during the test procedures in the Week 9 tutorial—the procedure author 'looking over the shoulder' of the tester and correcting his actions—even though this was expressly forbidden by the meta-procedure. Doing this negates one of the major points of the exercise: writing clear, succinct and comprehensive procedures is *hard*, things get left out and knowledge gets assumed.

Similarly, in last week's tutorial, performing the risk analysis and ranking the risks, while time-consuming, is a necessary part of preparing a test strategy and is good revision to make sure you have understood and can bring together many of the things covered in the course.

If you have skimmed with your efforts in the last two tutorials, take the time to rectify this situation this week and revisit those tutorials.

Dr James Farrow