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Assignment Group: 931

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Courses Reflective Journal – as an individual task

**Description**: What happened? When and where? Who else was involved? What did you do? What did other people do? What was the outcome?

* The courses served as a theoretical introduction to the idea of SSVV, where the teacher presented to us key information and guidelines when it comes to software testing, both through traditional method of teaching and through different methods that helped us understand the concepts better.

**Feelings**: What were you feeling during the situation? What do you think other people were feeling about the situation? How do you feel about the situation now?

* During these courses, I sometimes felt awkward, mostly because I was not expecting the courses to unfold as they did. Personally, I sometimes felt that the course was not always presented in a serious manner, as the entire subject was structured to resemble a game. Nevertheless, the courses proved to be a little more attractive to me in comparison to other courses. I think other people had the same feelings, due to the fact that most of the people had different thoughts on how the courses would take place. Now I feel slightly more comfortable with such situations, knowing what would happen in similar cases.

**Evaluation**: What went well? What didn’t go well? What positive or negative things did you (or other people) contribute to the situation?

* I think that some things did go well, like the invited lectures, that helped us have a glimpse of how the industry applies the concepts presented during the courses. Moreover, I found some of the activities that took place during the courses to be really enjoyable and engaging, especially the Lego game. Nevertheless, I think that the course failed to attract most students, but us the student contributed to this by not attending many of the courses.

**Analysis**: Why did (or didn’t) things go well? What theories or research can help you better understand the situation?

* As mentioned before, an important thing that did not go that well was the inability to attract many of the students. I think that the hour at which the course took place might be a contributing factor to this. Although I consider the teaching methods employed on this course were different than usual, I feel like this difference might have contributed to the low number of participants as well.

**Conclusions**: What did you learn from this situation? If this situation happened again, what would you do differently?

* Besides learning important concepts related to the concepts presented during the course, I learned that there are more ways in which information can be presented and taught, and that some of these ways are more attractive to me.

**Action Plan**: What skills do you need to develop to handle a situation like this better? How will you develop the skills you need?

* Some of the skills that I think that I should further develop in order to handle such situations better would be adaptability and openness to change. These skills could be developed by exposing myself to more unpredictable situations and different approaches to transmitting information.
* Laboratories Reflective Journal - – both as an individual task and as a group task

**Description**: What happened? When and where? Who else was involved? What did you do? What did other people do? What was the outcome?

individual task: the laboratories took place every two weeks with a smaller number of students, only the members of the semi-group participating. During the laboratories, I had to transpose the concepts presented at the course into real projects. The tasks for the laboratories had to be completed in teams of two, an assignment being split into two parts: in-class and take-home.

a group task: the laboratories were attended only by participants from the semi-group, every two weeks. We had to apply concepts presented during the courses. Teams of two or three were required for the laboratory assignments, which were divided into an in-class and a take-home component.

**Feelings**: What were you feeling during the situation? What do you think other people were feeling about the situation? How do you feel about the situation now?

individual task: from the first laboratory I felt that I was really engaged in solving the assignments. I think that other people had the same feelings, because solving the assignments directly contributed to our final grades. Now I feel really pleased with the fact that I took the effort of completing the assignments as they helped me in getting to grips with the software and programs used at the lab.

a group task: as a group, working on the laboratory assignments proved to be a positive experience as we were able to collaborate and motivate ourselves in order to complete our assignments. This positivity extended outside the laboratory context as we were supporting each other in other contexts as well.

**Evaluation**: What went well? What didn’t go well? What positive or negative things did you (or other people) contribute to the situation?

individual task: in my opinion, the assignments were formulated quite well, although I sometimes found them a little too confusing in their formulation. One thing that did not go that well personally was that at some point during the laboratories, I got stuck and the professor’s explanations were not very helpful as it took me too much time to solve the issue, and from there on I was constantly catching up and relying on other students’ help and explanations. I think that if I had been paying more attention to the explanations, I would not have encountered such issues.

a group task: working in groups was an enjoyable part of the laboratories, but at the same time we think that we could have performed in a more efficient way when completing the assignments.

**Analysis**: Why did (or didn’t) things go well? What theories or research can help you better understand the situation?

individual task: Things went well because everything was straightforward. I think that there was nothing that could go wrong regarding the assignments, as they were not too complex nor too easy. The structure of the assignments was good enough so that I would not lose interest in completing them, while also progressing in such a manner that I learned the concepts at the same pace at which they were presented during the courses.

a group task: Things could have gone better, but, after all, we as humans make mistakes, we have conflicts of ideas. We believe that the ability to solve these conflicts can help us perform better in future scenarios.

**Conclusions**: What did you learn from this situation? If this situation happened again, what would you do differently?

individual task: all in all, I managed to understand how some concepts are applied and how to use tools related to this subject, as I was expecting. If this situation happened again, I don’t think I would do anything differently.

a group task: Besides learning key concepts of the subject, we learned how to communicate better our ideas and how to come up with solutions that would benefit all the members of the group.

**Action Plan**: What skills do you need to develop to handle a situation like this better? How will you develop the skills you need?

individual task: I don’t think that there are any necessary skills that need to be developed furthermore for this situation, as I consider that I have handled it quite good.

a group task: some skills that could be developed would be communication and the ability to adapt to various environments since groups will not always have the same members put in the same situations. This can only be developed by putting ourselves in similar situations in the future.

* Seminars Reflective Journal – both as an individual task and as a group task

**Description**: What happened? When and where? Who else was involved? What did you do? What did other people do? What was the outcome?

individual task: the seminars took place every two weeks, with the entire group that I was a part of. During the seminars, me and my colleagues made use of the concepts presented at the courses and, with the help of the professor, transposed these concepts into practical activities, such as creating posters, or playing games. Moreover, we had to create portfolios on different research topics related to the topics presented at the course.

a group task: In our seminar, we were assigned the task of creating portfolios on inspection, test case design, and exploratory testing. These group tasks were completed as at-home assignments within a specified time frame. Our group consisted of three students, including myself and two other colleagues. We collaborated closely, dividing the work equally among us. Each of us had the same role and shared responsibilities in the team. Typically, one team member took charge of writing the summary, with assistance from the other two, while the analysis was conducted collaboratively by the remaining two students. As a result of our collective efforts, we gained a deeper understanding of various tools and techniques commonly employed in the industry.

**Feelings**: What were you feeling during the situation? What do you think other people were feeling about the situation? How do you feel about the situation now?

individual task: during seminars, I felt slightly uncomfortable as the way in which the activities were structured was quite unexpected. Moreover, I did not feel like engaging in all of the activities, as I did not find some of them attractive. Others might have felt the same, mostly because it was something new to all of us. Now I feel content with the situation as I believe I did not miss much by not engaging more.

a group task: Initially, there was some reluctance among all group members regarding the idea of working together due to the challenges of coordinating everyone’s schedules. However, as we delved into the tasks and began collaborating, our sentiments shifted, and we started to find enjoyment in working as a team. We think that most of our colleagues felt the same as we did. We believe that these group tasks provided valuable learning experiences, teaching us the importance of effective teamwork and serving as beneficial exercises for future endeavors. Looking back, we now appreciate the opportunity to collaborate and recognize the positive impact it had on our overall learning and growth.

**Evaluation**: What went well? What didn’t go well? What positive or negative things did you (or other people) contribute to the situation?

individual task: I believe that the thought behind the seminars was a good one, with good and clear aims, but I was slightly put off by the way in which they were structured. I feel like sometimes the seminar was not useful for improving my understanding of concepts presented at the course, as I often felt that we were doing completely different things.

a group task: Overall, our group tasks went well, with everything progressing according to plan to the best of our abilities. We dedicated considerable effort to deliver high-quality work, and we feel that our efforts were successful. Although we faced some challenges with time-management, we managed to overcome them and submit the assignments on time. Each group member pushed themselves to work harder, resulting in a positive contribution from all of us. In retrospect, we believe that no negative contributions were brought to the situation, and our collective commitment to the task allowed us to navigate any obstacles and achieve our goals.

**Analysis**: Why did (or didn’t) things go well? What theories or research can help you better understand the situation?

individual task: while I believe that the teaching methods employed and the activities were different than usual, I think that they were not entirely suitable for me and most of the participating students. I personally am not used to participating in seminars and playing games or having lots of interactive activities such as the ones that took place during the seminar. Although most of the time we had opportunities for bonus points, the fact that I had to always complete some sort of agreement or form decreased my interest in getting these bonuses.

a group task: The success of our group tasks can be attributed to several factors. Firstly, the collective motivation and drive of the group members played a crucial role. As dedicated students with a strong desire to succeed, our shared commitment propelled us towards achieving our goals. Additionally, our sense of responsibility and accountability drove us to overcome challenges, including those related to time-management. Exploring theories and research on time-management can provide valuable insights into optimizing productivity and enhancing efficiency within group tasks. By delving into theories and practices surrounding it, we can gain a deeper understanding of strategies and techniques that could further enhance our collaborative endeavors.

**Conclusions**: What did you learn from this situation? If this situation happened again, what would you do differently?

individual task: although there were only 6 seminars, I think that I have learned a few new bits of information, but I feel like I could have learned more things during those 6 seminars. In case this situation happened again, I would probably try and be more attentive hoping that I would find the seminars more interesting.

a group task: Through the group tasks, we gained valuable insights into the importance of effective teamwork and communication. We recognized that working collaboratively and efficiently is crucial for achieving the desired outcomes. Looking ahead, if we were to engage in similar group tasks in the future, we would strive to enhance our time-management skills. By better managing our time, we can allocate sufficient attention to each aspect of the task, ensuring a smoother workflow and optimized productivity. Overall, this experience highlighted the significance of teamwork and effective time management, providing us with valuable lessons that will positively influence our future.

**Action Plan**: What skills do you need to develop to handle a situation like this better? How will you develop the skills you need?

individual task: I don’t think that I need to develop certain skills in order to handle such situations better. I believe that personal preferences made me consider the seminars less important. But I also believe that exposure to different methods and activities could make me more receptive to similar situations.

a group task: To handle similar situations more effectively in the future, we recognize the need to develop better time-management skills. This will enable us to allocate our time more efficiently and ensure that each task within the group assignment receives the attention it deserves. To develop these skills, we can consider implementing strategies such as setting clear deadlines, prioritizing tasks, and creating a structured schedule. Additionally, utilizing time-management techniques and tools, such as creating to-do lists or using time-tracking apps, can provide further support in optimizing our time schedules. By actively practicing and implementing these strategies, we can enhance our skills and improve our overall performance in group tasks.

* Exams Reflective Journal – both as an individual task and as a group task

**Description**: What happened? When and where? Who else was involved? What did you do? What did other people do? What was the outcome?

individual task: the exam for this course consists of three sections, combining both ‘in class’ and 'take home’ styles, while the given assignments are both individual and in groups. I think that the aim of these assignments is to somehow help us cement some key concepts and ideas of this subject, but also provide a form of feedback for the entire subject.

a group task: the exam was split into two sections, one in class, following the traditional examination methods, and one ‘take home’ section, where we had to complete a number of assignments, both individually and part of a group / team.

**Feelings**: What were you feeling during the situation? What do you think other people were feeling about the situation? How do you feel about the situation now?

individual task: I personally feel a little complacent with this situation. Although I find the structure of the exam really interesting and appealing, the fact that not all the given assignments require us to employ knowledge acquired throughout the semester at this course makes me really awkward. Overall, I think that this idea of exam structure is really interesting, but the assignments given are not the greatest. I think that others might have different perspectives on this, as this structure of the exam might not be appealing to everyone.

a group task: during the situation we felt somewhat relaxed knowing that most of the exam consisted in tasks that could be completed over a longer period of time, rather than a simple ‘old-fashioned’ exam. This allowed us to complete the assignments at our own pace, while also being able to come up with better solutions.

**Evaluation**: What went well? What didn’t go well? What positive or negative things did you (or other people) contribute to the situation?

individual task: what is going well related to the exam is that the structure of it is personally appealing, as instead of spending time preparing for a written exam, I have time to research and do the assignments at my own pace, having many resources at disposition. This structure of the exam is really interesting as it is less of a pressure compared to other exams.

a group task: we felt that the entire process of solving the assignments went well as through efficient communication we quickly delegated tasks among ourselves so that we would not waste any time in solving the assignments.

**Analysis**: Why did (or didn’t) things go well? What theories or research can help you better understand the situation?

individual task: as mentioned before, this structure of the exam is different to other exams in a good way as it is not a very complex and hard exam to prepare for. The fact that we have some assignments to complete before the written exam is really nice in my opinion, as I am able to get more points and not have to spend a lot of time studying and preparing for a written exam, which I think is tougher, but I feel like I gain no knowledge by learning just for the exam.

a group task: we believe that previous experience of working together helped us as we were already accustomed to one another, therefore we were quick in splitting the work among ourselves, knowing our strengths.

**Conclusions**: What did you learn from this situation? If this situation happened again, what would you do differently?

individual task: I really believe that I have learned valuable things from this situation, both about this subject’s concepts, and others, such as teamwork, or the idea of reflective journaling. Moreover, I realized that there are other ways in which a student can be evaluated, other than a written exam, which is not the best solution in my opinion. If this situation happened again, I think that I would not change my approach or my opinions.

a group task: in conclusion, we learned how to communicate a little better as a team, while also being able to showcase our understanding of concepts related to this subject. In case this situation happened again, we would probably pick the same team, but nothing specific would be done in a different manner.

**Action Plan**: What skills do you need to develop to handle a situation like this better? How will you develop the skills you need?

individual task: I don’t think that there are any necessary skills that need to be developed to handle such a situation better, as I already believe that I am handling this situation as good as I possibly can, this being an important exam.

a group task: in order to handle such situations better, we believe that communication and adaptability are important skills to be developed, as not all the time we will be members of the same team.