**Agile Business Analysis**

***Student Chatbot for the Module Business Intelligence Documentation Sprint 1***

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# Purpose of this Document

This chapter of the overall documentation of the first sprint conducted, is dedicated to visualize the purpose of this document.

This documentation is designed in order to describe the following issues:

|  |  |
| --- | --- |
| No.: | Purpose: |
| 1 | Defining all specific quality standards necessary to ensure that the level of service delivered is at least that which the customer is expecting |
| 2 | Defining the high-level functional requirements of this project |
| 3 | Provide all quality measurements appropriate to the first sprint of the project |
| 4 | Provide a stakeholder analysis |
| 5 | Providing example chat dialogues for prototyping |

Table 1: Listing up of the purposes of the documentation.

The level of detail provided will be sufficient to allow the Design Team to consider what technical options may be available to fulfil the requirements and to then recommend which of those options provides the best match.

In addition, the documentation will not provide the following points:

|  |  |
| --- | --- |
| No.: | Purpose: |
| 1 | Assuming, deriving, discussing or leading to any particular technical solution, except the by the project team established prototype. |
| 2 | Summarising, derive or discuss the justification for the project. |
| 3 | Document any requirements that cannot be definitively measured for proof of delivery. |
| 4 | The documentation will not provide any so-called non-functional requirements for the final solution |

Table 2: Listing up of the aspects which do not become considered in this documentation.

# Purpose of this Document

The following chapter of this sprint documentation is aimed to provide the reader further detailed information about the project as well as the conducted first sprint.

## Background

This documentation was established as a sub-part of the Module Agile Business Analysis. Hereby, the project team has taken up the challenge to estimate if a possible chatbot solution might enhance the student interactivity as well as accelerate the learning potention(potential?). In order to do so, the project team is focusing on the selected module called Business Intelligence, for elaborating if such a chatbot solution may bring additional value.

## Objectives and Scope of the first Sprint

The following objectives were chosen with the lecturer of the module Business Intelligence for the first sprint of this project:

|  |  |
| --- | --- |
| No.: | Objective: |
| 1 | Gathering the functional requirements. |
| 2 | Conducting a stakeholder analysis |
| 3 | Elaborate possible dialogues for the chatbot prototype. Those dialogues need to become established for the following two subjects inside the module Business Intelligence:   * Performing a quiz to assess the knowledge of the student * Answering questions regarding the given assignment of the module |
| 4 | Establish a first prototype which can interact with students regarding the two subjects stated above. This will be done in order to elaborate the need as well as the performance of a final chatbot solution. |

Table 3: Objectives and Scope of the first Sprint

Important to note here is, that these stated objectives as well as the scope are only relevant for this particular sprint number 1. Regarding the future sprints there will be new ones stated, which then will become noted.

## Exclusions from the Objectives and Scope

This section visualizes the aspects which regarding the scope became excluded from this sprint. sprint:

|  |  |
| --- | --- |
| No.: | Exclusions from the Objectives and Scope: |
| 1 | This project as well as the sprint will only deal with the module Business Intelligence and exclude any other module offered by the FHNW School of Business. |
| 2 | This sprint will exclude the non-functional requirements for the final solution. |
| 3 | This sprint will only focus on the two mentioned dialogues in this documentation as well as the prototype, which did become stated in the last sub-chapter. Any other possible dialogues for this module will become omitted. |

Table 4: Exclusions from the Objectives and Scope

Important to note here is, that these stated exclusions only relevant for this particular sprint number 1. Regarding the future sprints there will be new ones stated, which then will become noted.

# Stakeholder Analysis

This chapter is dedicated visualizing the five found stakeholders which are involved in the overall project. Those stakeholders are described and identified with a given ID. These stakeholders can be seen in the following tables:

|  |  |
| --- | --- |
| ID | 1 |
| Stakeholder | Student |
| Role | User |
| Objectives | The student would like to have a bot which motivates him or her to focus more on the BI course. |
| Knowledge | - |
| Importance | High |
| Influence | Medium. Since the main objective of this project is to find out whether a chatbot is suitable to motivate students for BI course. |
| Attitude/Motivation | medium to low, as they will not benefit from our work |
| Collaboration | Chris and Celia can meet students on Wednesdays during BI classes |

Table 5: Stakeholder ID 1

|  |  |
| --- | --- |
| ID | 2 |
| Stakeholder | Knut Hinkelmann |
| Role | Sponsor |
| Objectives | Project has to be done in an agile way and the project should be complicated to complex |
| Knowledge | AI, chat bots, agile |
| Importance | Medium |
| Influence | Medium |
| Attitude/Motivation | Highly motivated as he is the head of the program and enthusiastic about new technologies, he likes to see courses being develop and improved |
| Collaboration | We receive inputs during classes and deliver our results on time on Github |
|  |  |

Table 6: Stakeholder ID 1

|  |  |
| --- | --- |
| ID | 3 |
| Stakeholder | Frieder |
| Role | Product Owner |
| Objectives | He would like to know if a bot could motivate students and help them for BI course. |
| Knowledge | BI, Chat Bots |
| Importance | High |
| Influence | High; He has to accept the results. |
| Attitude/Motivation | High; since he is really interested in the results of this agile project, he is highly motivated that this project brings valuable output for further developing his flipped classroom method |
| Collaboration | 1-2 Skype calls per sprint, emails as needed, Chris and Celia have possibility to meet him during classes |

Table 7: Stakeholder ID 3

|  |  |
| --- | --- |
| ID | 4 |
| Stakeholder | Maja Spahic and Holger Wache |
| Role | Coach, Sponsor |
| Objectives | Communication and collaboration during the project should be done via Trello and Github. |
| Knowledge | Github, Trello, Latex, |
| Importance | Medium |
| Influence | Medium, she gives some inputs |
| Attitude/Motivation | high |
| Collaboration | meet during classes, upload deliverables on GitHub |

Table 8: Stakeholder ID 4

|  |  |
| --- | --- |
| ID | 5 |
| Stakeholder | IT FHNW |
| Role | IT support |
| Objectives | Support and maintain chatbot |
| Knowledge | IT Network and |
| Importance | high |
| Influence | medium |
| Attitude/Motivation | not relevant for this project |
| Collaboration | no collaboration planned in the scope of this project, but important for eventual future implementation |

Table 9: Stakeholder ID 5

# Business Requirements

This chapter of the documentation for the first sprint is supposed to visualize the gathered business requirements. As mentioned in the former sub-chapter called “Exclusions from the Objectives and Scope” (Chapter 2.3), the non-functional requirements are not part of the deliverables of this sprint, therefore only the functional requirements do become listed up. In addition, it is important to note here as well one important point. Firstly, these gathered requirements represent high level aspects of the solution, gathered with the stakeholders. A more detailed list with requirements, might become established in a future given sprint.

## Functional Requirements

In this section the gathered functional requirements do become visualized. Hereby it is important to note, that the functional requirements did receive a so-called Business Case ID, which is referring towards the cause of being relevant in general, towards the assignment, or to the execution of the quiz. However, the functional requirements are listed up in the following table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Requirement Type | ID-Prefix | ID-Number | Description | BC Reference ID - Business Objective | Priority (H, M, L) |
| Feature-Function  Requirements | F | 001 | Responding towards asked questions by an enrolled student regarding the assignment. | Assignment | H |
| F | 0002 | Asking questions of the quiz towards a student. | Quiz | H |
| F | 0003 | The chatbot should be operatable on the learning plattform Moodle. | General |  |
| F | 0004 | The lecturer must be able to activate the chatbot. | General | H |
| F | 0005 | the teacher has to be able to remove the chatbot. | General | H |
| F | 0006 | The teacher must be able to set the chatbot hidden. | General | H |
| F | 0007 | The teacher must be able to set the chatbot on unhide. | General | H |
| F | 0008 | The chatbot must be integrated into the module called Business Intelligence. | General | H |
| Reporting Requirements | R | 0001 | Breakdowns of the chatbot should become counted. | General | M |
| R | 0002 | Breakdowns of the chatbot should become reported towards the lecturer. | General | M |
| R | 0003 | Breakdowns of the chatbot should become reported towards the IT support. | General | M |
| R | 0004 | The number of interactions of the chatbot with students should become counted. | General | M |
| R | 0005 | The number of interactions of the chatbot and the students, should become reported to the lecturer. | General | M |
| User Access | U | 0001 | Only for students of the FHNW School of Business. | Assignment & Quiz | H |
| U | 0002 | Only for students assigned specifically to this module (student must be enrolled into this module). | Assignment & Quiz | H |
| U | 0003 | Accessing the chatbot by clicking on a button | Assignment & Quiz | H |
| U | 0004 | For the user it must be simple to terminate the chatbot function. | Assignment & Quiz | H |
| Service Level/  Performance/  Scalability/  Information  Security Requirements  Requirements | S | 0001 | Available 24 / 7 for students | General | H |
| S | 0002 | Fast response time regarding questions stated by the students. | Assignment | H |
| S | 0003 | Fast response time regarding asking questions by a quiz session. | Quiz | H |
| S | 0004 | No possibility to insert data files into the chatbot. | General | H |
| S | 0005 | Scalable towards other modules of the master course at the FHNW | General | M |
| S | 0006 | Scalable towards other studies inside the FHNW School of Business | General | Low |
| S | 0007 | Scalable for all schools inside the FHNW | General | Low |
| S | 0008 | Customizability regarding further tasks of regarding the chatbot (Except Quiz and Assignment). | General | High |
| S | 0009 | The chatbot must be executable on all commonly used web browsers. | General | High |
| Support and  Maintenance  Requirements | M | 0001 | Supportable by the IT Support of the FHNW | General | M |
| M | 0002 | Low support needed by the lecturer. | General | M |
| M | 0003 | Low effort to prepare a chatbot by the lecturer. | General | M |
| M | 0004 | Low maintenance effort by the lecturer | General | M |
| M | 0005 | Low requirements effort by the IT support | General | M |

Table 10: List of the functional requirements regarding the first sprint of the project.

# Dialog

The following chapter is supposed to visualize example dialogues, which were created by the project team. These example dialogues were established in order to visualize possible dialogues, which might be asked by a given student when it comes to questions regarding the assignment of the module Business Intelligence as well as possible quiz questions prompt by the chatbot for evaluating the students’ knowledge about a given subject.

In addition, the beyond stated dialogues in the next sub-chapters, were implemented in the chatbot prototype by the project team. This prototype can then be effectively tested in order to elaborate the general usability of a chatbot regarding the project’s purpose.

However, the first following sub-chapter will visualize the example dialogues regarding the assignment, whereas the second displays the dialogues for the quiz examination.

## Example Assignment Dialogues

This sub-chapter is dedicated to visualizing the possible dialogues regarding the assignment.

**Example dialogue regarding the Assignment No. 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | Dessa (DSSA) utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
| *Version of the dialog where the student is initiating the dialog hence sending questions and Dessa gives responses* | | | | |
| Hey Dessa, do you have time to answer some of my questions on the assignment? |  |  |  |  |
|  | Sure. What do you wish to know? |  |  |  |
| Dessa, what is task 1 of part 1 of the BIP? |  |  | The name of the task (“Integrate services into your workflow”). | Maybe we should make it even more explicit that we intend to talk about task XYZ? |
|  | Task 1 is “company description” | Cr = **task 1**= service integration  Cs = know which types of service were integrated | “integromat” is-a tool |  |
| And what are the deliverables for task 1? |  |  |  |  |
|  | The deliverable for task 1 is “2 – 3 slides presenting the company background, the company mission, the company vision and the company strategy” |  |  |  |
| Dessa, what is task 2 of part 1 of the BIP? |  |  |  |  |
|  | Task 2 is “make a balanced scorecard” |  |  |  |
| And what are the deliverables for task 2? |  |  |  |  |
|  | The deliverable for task 2 is “visual representation of the Balanced Scorecard” |  |  |  |
| Dessa, what is task 3 of part 1 of the BIP? |  |  |  |  |
|  | Task 3 is “Summarize the KPIs” |  |  |  |
| And what are the deliverables for task 3? |  |  |  |  |
|  | The deliverable for task 3 is “A one-page summary of KPIs and how they are calculated” |  |  |  |
| And when is the deadline for part 1 of the BIP? |  |  |  |  |
|  | The deadline for part 1 is the 30th October 2019 |  |  |  |
| Thank you Dessa! |  |  |  |  |
|  | You’re welcome! Feel free to ask me, anytime you have a question. |  |  |  |

Table 11: Example dialogue regarding the Assignment No. 1

**Example dialogue regarding the Assignment No. 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | Dessa (DSSA) utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
| *Version of the dialog where Dessa is initiating the dialog hence sending questions and the student gives responses* | | | | |
|  | Hello Student, do you have time to assess your understanding of the tasks for part 1 of the BIP? |  |  |  |
| Sure. What do you wish to ask? |  |  |  |  |
|  | What is task 1 of part 1 of the BIP? |  |  |  |
| Task 1 is “company description” |  |  |  |  |
|  | And what are the deliverables for task 1? | Cr = task = understand task 1  Cs =need to name the deliverable of task 1 | Task is of type “know task deliverables” |  |
| The deliverable for task 1 is “2 – 3 slides presenting the company background, the company mission, the company vision and the company strategy” |  |  |  |  |
|  | What is task 2 of part 1 of the BIP? |  |  |  |
| Task 2 is “make a balanced scorecard” |  |  |  |  |
|  | And what are the deliverables for task 2? |  |  |  |
| The deliverable for task 2 is “visual representation of the Balanced Scorecard” |  |  |  |  |
|  | What is task 3 of part 1 of the BIP? |  |  |  |
| The deliverable for task 3 is “A one-page summary of KPIs and how they are calculated” |  |  |  |  |
|  | And when is the deadline for part 1 of the BIP? |  |  |  |
| The deadline for part 1 is the 30th October 2019 |  |  |  |  |
|  | Bravo! I believe you have understood everything there is to know about the tasks for part 1 of the BIP. Now go to work student! |  |  |  |

Table 12: Example dialogue regarding the Assignment No. 2

**Example dialogue regarding the Assignment No. 3:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | Dessa (DSSA) utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
| *Version of the dialog where the student is initiating the dialog hence sending questions and Dessa gives responses* | | | | |
| Hey Dessa, do you have time to answer some of my questions on the assignment? |  |  |  |  |
|  | Sure. What do you wish to know? |  |  |  |
| Is there the possibility to extend the deadline of the part 1? |  |  |  |  |
|  | The extend of the given deadline is only possible due to certain reasons. What is your reason? | Cr = Deadline is defined by the 30.10.2019 |  | Possible reasons to extend the deadline:   * Sickness / Injuries with medical certificate |
| Unfortunately, I had an accident and, I am in hospital till the end of October. |  |  |  |  |
|  | In your case an extension of the deadline is possible, but you need to get in contact with the lecturer by mail as well as providing a medical prescription | Cr = Accident is linked to injury | * Regulations of the FHNW to extend a deadline. |  |
| Okay, when do I need to get in touch with the lecturer? |  |  |  |  |
|  | I would recommend you doing it as soon as possible. |  |  |  |
| Thank you Dessa |  |  |  |  |
|  | No worries I am here for further questions. |  |  |  |

Table 13: Example dialogue regarding the Assignment No. 3

**Example dialogue regarding the Assignment No. 4:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | Dessa (DSSA) utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
| *Version of the dialog where the student is initiating the dialog hence sending questions and Dessa gives responses* | | | | |
| Hey Dessa, do you have time to answer some of my questions on the assignment? |  |  |  |  |
|  | Sure. What do you wish to know? |  |  |  |
| I have a question regarding the part 2 of the assignment. What is the minimum amount of KPI’s required? |  |  |  |  |
|  | According to the description provided by the lecturer there is no minimum amount of KPI’s required. Nevertheless, you should have at least enough in order to derive a multidimensional model with 4 dimensions. | Cr = Part 2 is linked towards the description of the task. |  |  |
| Okay, thank you. |  |  |  |  |
|  | You’re welcome |  |  |  |

Table 14: Example dialogue regarding the Assignment No. 4

**Example dialogue regarding the Assignment No. 5:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | Dessa (DSSA) utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
| *Version of the dialog where the student is initiating the dialog hence sending questions and Dessa gives responses* | | | | |
| Hey Dessa, do you have time to answer some of my questions on the assignment? |  |  |  |  |
|  | Sure. What do you wish to know? |  |  |  |
| I have a question regarding the part 2 of the assignment. With which tool should I create the required live demo? |  |  |  |  |
|  | In order to create a live demo to present your results for the second part of the assignment, I advise you to use the recommended software from the Moodle chapter called “Introduction”. They are the following   * Tableau * Weka GATE | Cr = Live Demo is linked with the software to be used, mentioned on Moodle |  |  |
| Okay, thank you. |  |  |  |  |
|  | You’re welcome |  |  |  |

Table 15: Example dialogue regarding the Assignment No. 5

## Example Quiz Dialogues

As it became mentioned in the introduction of this chapter, the following section is displaying the example dialogues for the quiz examination. Important to note here is that in all dialogues, the chatbot will be prompting the given questions and the student needs to answer them.

**Example dialogue regarding the Quiz Session No. 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | DSSA utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
|  | Name me something which is important when you model a data model for analytical processing. |  |  |  |
| To ensure that the system answers fast to complex queries |  |  |  |  |
|  | This is correct. Can you name one more? |  |  |  |
| It should represent the real world correctly. |  |  |  |  |
|  | Ok, I think you understand it. |  |  |  |
|  |  |  |  |  |
| It should even work when a lot of transaction get executed. |  |  |  |  |
|  | This is not correct. |  |  |  |

Table 16: Example dialogue regarding the Quiz Session No. 1

**Example dialogue regarding the Quiz Session No. 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | DSSA utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
|  | The company YourFood produces packages food which is perishable. Do you think on time shipment is important for them? |  |  |  |
| Yes |  |  |  |  |
|  | Yes, this is correct. But currently the “on time shipment ratio” of carriers is off target. May you know some questions YourFood could ask itself? |  |  |  |
| In the last quarter, how many deliveries were delayed, how many on time? |  |  |  |  |
| What was the average delay of late deliveries |  |  |  |  |
| Was there a carrier for which we can see a negative trend over the last quarters in terms of late deliveries? |  |  |  |  |
| Are there any specific delivery destinations or whole destination regions or countries which were particularly affected by late deliveries? |  |  |  |  |
|  | Ok, I think this is good enough. |  |  |  |
|  | What do you have to measure to answer those questions? Name also the fact? |  |  |  |
| Delay of Deliveries |  |  |  |  |
|  | This is correct. What is the main dimension you would like to group the delay? |  |  |  |
| Carrier |  |  |  |  |
|  | Correct! To have a time history what kind of sub dimension may you choose? |  |  |  |
| Year or Quarter |  |  |  |  |
|  | To understand whether specific destinations or whole regions are affected. What might be an additional sub dimension? |  |  |  |
| Country, Region, Territory |  |  |  |  |
|  | Correct! |  |  |  |

Table 17: Example dialogue regarding the Quiz Session No. 2

**Example dialogue regarding the Quiz Session No. 3:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student utterance | DSSA utterance | Constraint (triggers are bold) | Additional required knowledge (domain model) | Comment |
|  | Do you want to test your knowledge about multidimensional modeling? |  |  |  |
| Yes |  |  |  |  |
|  | Please explain what true to the grain means |  |  |  |
| it must be possible to associate one single value of each dimension to a given fact  or:  dimensions must have one unique value for each fact |  |  |  | find synonyms to make more answers valid  associate:  value: instance, record.  Challenge: interpreting semantics |
|  | That’s correct. Now an example. |  |  |  |
|  | A telecommunication company offers classical landline telephone connections as a service to individual and business customers. Various business stakeholders within the company have an interest in analyzing the way in which customers use their connections, e.g. for designing new service offerings. For analyses, a multidimensional model has been proposed, in which a single fact is defined as a monthly bill being sent out to a customer. |  |  |  |
|  | Is the dimension call duration true to the grain? |  |  |  |
| Yes |  |  |  |  |
|  | Unfortunately, that is false. Call duration is too fine, because the bill is for the total duration of ALL calls for that month. |  |  |  |
|  | What about customer? |  |  |  |
| Yes |  |  |  |  |
|  | Correct! Each customer receives one bill, so this is true to the grain. |  |  |  |
|  | Is call target true to the grain? |  |  |  |
| No | Correct! |  |  |  |

Table 18: Example dialogue regarding the Quiz Session No. 3

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