Seminars Reflective Journal

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931

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

**Answer:**

**Individual task:**

**Group task:**

During the course, we participated in a series of seminars that took place every two weeks on a Wednesday. These seminars were held in a dedicated room at the FSEGA building. At those seminars, other students from our group and other groups attended, along with our teacher. The seminars involved various team-based activities aimed at enhancing our research and analytical skills.

Reflecting on these activities, we recall that while we were not always on the same teams during the seminars, we collaborated closely on the portfolio projects and Systematic Literature Review (SLR). We utilized Discord as a communication platform to coordinate our efforts remotely. This allowed us to effectively share ideas, divide tasks, and provide feedback to one another.

One significant aspect of these activities was the requirement to search for research articles related to established themes. This task challenged us to extract relevant information and present it concisely, improving our ability to critically analyze scholarly sources. Moreover, these activities proved to be particularly valuable as they aligned with our ongoing Bachelor's Thesis projects. The articles we explored focused on testing tools, which directly contributed to our thesis research. We were able to install and examine these tools, ultimately creating user manuals for their usage. This hands-on experience not only enriched our understanding of testing methodologies but also provided practical insights that we could apply to our own research.

Additionally, the SLR portfolio demanded a deeper exploration of related articles to develop a comprehensive literature review. This exercise honed our skills in selecting relevant sources, extracting key ideas, and synthesizing information. The outcome of this collaborative portfolio work extended beyond the completion of the assignment itself. It empowered us with newfound skills in reviewing literature, critical analysis, and practical application of research findings.

**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?

**Answer:**

**Individual task:**

**Group task:**

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

**Answer:**

**Individual task:**

**Group task:**

While solving the tasks for the portfolios and SLR we encountered ups and downs. The most frequent obstacle we faced was a shortage of articles that complied with the task requirements, for example, for the Inspection portfolio, we did find a couple of tools that had articles attached to them, but it was unfeasible for us to get them in a usable state due to OS requirements or no longer being under maintenance. Or, in the case of the SLR, most papers regarding automated test case generation didn’t have mentioned concrete datasets used or results. After extensive research, we managed to fulfill the literature requirements, even though we still had to make some small compromises.

After obtaining the articles and managing to install the required tools, we were able successfully to summarize the papers and create the user manual. Experiences from which we developed increased attention to detail and found more sites with full-access articles that further helped us in developing our thesis.

The outcome of our participation in these activities extends beyond the successful completion of the assignments. We have gained a set of transferable skills, such as critical thinking, information synthesis, and effective teamwork, which will continue to benefit us in our academic and professional endeavors. Furthermore, the experience of conducting a systematic literature review has instilled in us a heightened awareness of the importance of rigorous research methodology and the necessity of staying current with emerging trends and developments in our field.

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

**Answer:**

**Individual task:**

**Group task:**

Reflecting on the activities we participated in, we observed the key traits that helped us carry out the tasks were the good communication and time management we both shared, as well as the implication of our teacher that frequently provided feedback for us. One theory that we believe can help us understand the situation better could be related to the effectiveness of teamwork. From such a theory, we could extract the factors that influence teamwork, like clearer communication, shared goals, mutual trust, and respect, and further work on them.

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

**Answer:**

**Individual task:**

**Group task:**

From this situation, we developed better skills for searching articles and extracting key information from them. Additionally, we learned about the amount of interest given to the research topics we were assigned. If we were to do something differently, we would change the way we were searching for articles of interest, since we developed better ways and learned to search by keywords instead of a complete string.

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

**Answer:**

**Individual task:**

**Group task:**

Reflecting on this situation, we recognize the need to further enhance the ability to skim through articles efficiently. This skill is crucial in managing a situation like this effectively and delivering prompt results and responses. Our approach to developing this capability would be twofold. First, we would engage with a variety of articles, technical documents, and other informational resources, thus exposing ourselves to diverse content types and enhancing one’s familiarity with them. Second, we would actively seek educational resources, like blogs or online tutorials, that offer explicit guidance on efficient skimming techniques.

We believe that to handle a situation like this better it would be essential to know how to skim through articles efficiently. This skill can be developed only through practice and perhaps by finding some useful blogs that explain to you the essential steps. By combining deliberate practice with guided learning, we anticipate seeing consistent improvement in this skill over time.