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Reading: Elmasri & Navathe, Fundamentals of Database Systems, Chapter 3



THREE

THREE

TWO



COMP
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key



top-down

bottom-up

inside-out



COMP
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slim



a collaborative manner

Agile

• (we will have a go at evolutionary, agile (scrum based) ER modelling in Assignment 2, though this approach will not be mandatory - more in Tutorial 3)



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Each of these is ONE SINGLE STORY





User Stories

FOR AGILE SOFTWARE

APPLIED

DEVELOPMENT

MIKE COHN Foreword by Kent Beck



As a (role) I want (something) so that (benefit).



- I need/want/expect to... [what does the user want to do?]
- So that... [why does the user want to do this?]
- When... [what triggers the user's need?]
- Because... [is the user constrained by any circumstances?]





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entity



attribute



relationship



I We wish to create a system for a company that runs training courses. 2 For each course participant, identified by a code, we want to store the 3 national insurance number, surname, age, sex, place of birth, 4 employer's name, address and telephone number, previous employers 5 (and period employed), the course attended and the final assessment 6 of each course. We need also to represent the seminars that each 7 participant is attending at present and, for each day, the places and 8 times the classes are held. Each course has a code and a title and any 9 course can be given any number of times. Each time a course is given, 10 we call it an "edition" of the course. For each edition, we represent It the start and end dates and the number of participants. If a trainee is 12 a self employed professional, we need to know his or her area of 13 expertise, and, if appropriate, his or her title. For somebody who 14 works for a company we store the level and position held. For each 15 instructor we will show surname, age, place of birth, the edition the 16 course is taught, those taught in the past and the courses the tutor is 17 qualified to teach. All the instructor's telephone numbers are also 18 stored. An instructor can be permanently employed or freelance.



- 1. Trainees attend Courses
- 2. Instructors teach Courses



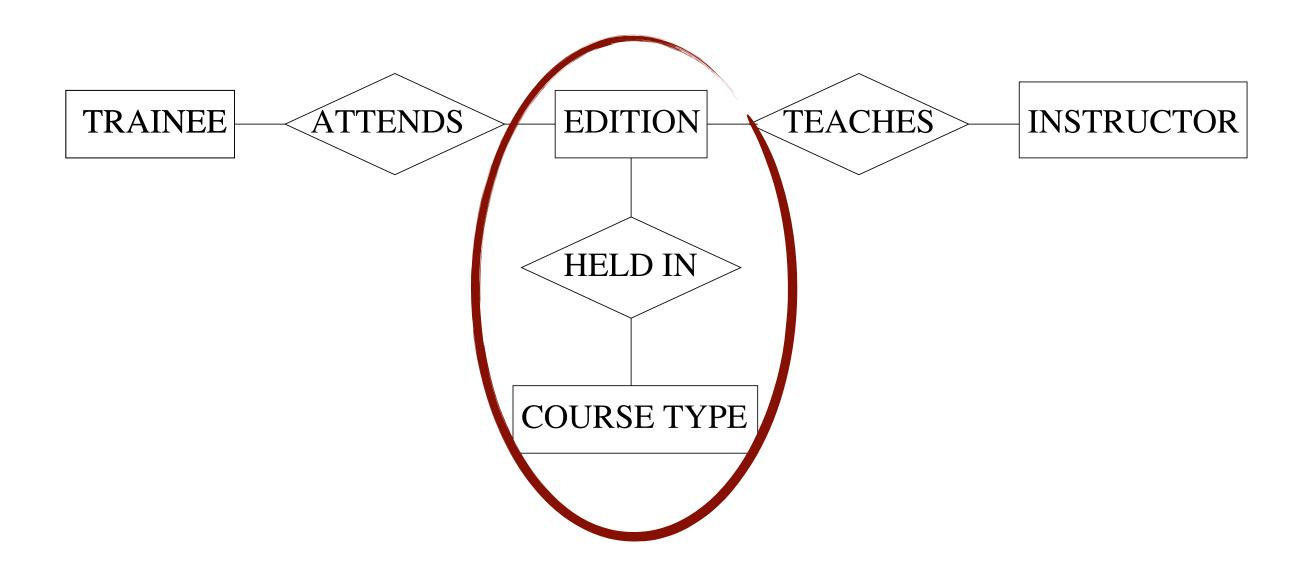


- 3. Courses are held in "editions"
- 4. Trainees can be self employed professionals or work for a company
- 5. We distinguish between current and past editions



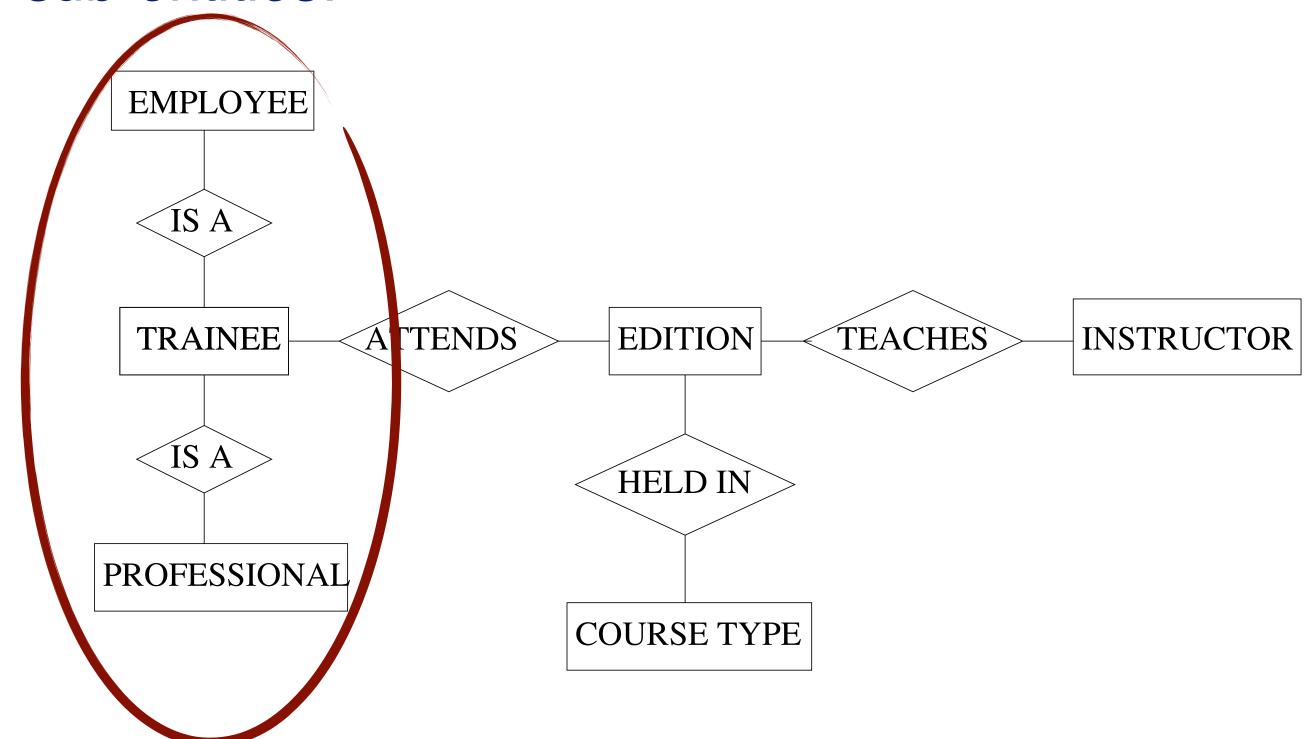


- Story 3: "Courses can be held in Editions"
 - from 1 entity to 2 entities+relationship
 - identify cases in which an entity describes two different concepts logically linked to each other:

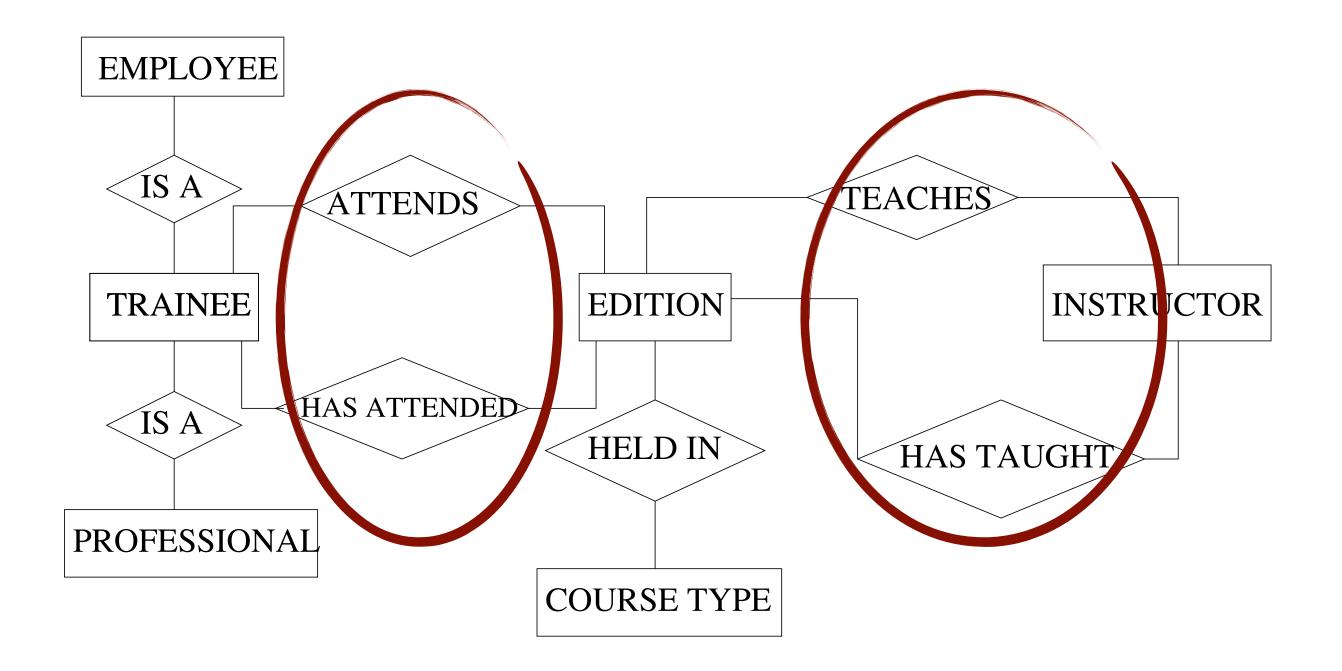




- Story 4: Trainees can be self employed professionals or work for a company
- from 1 entity to 1 entity+N entities+N relationships
 - identify cases in which an entity is made up of distinct sub-entities:



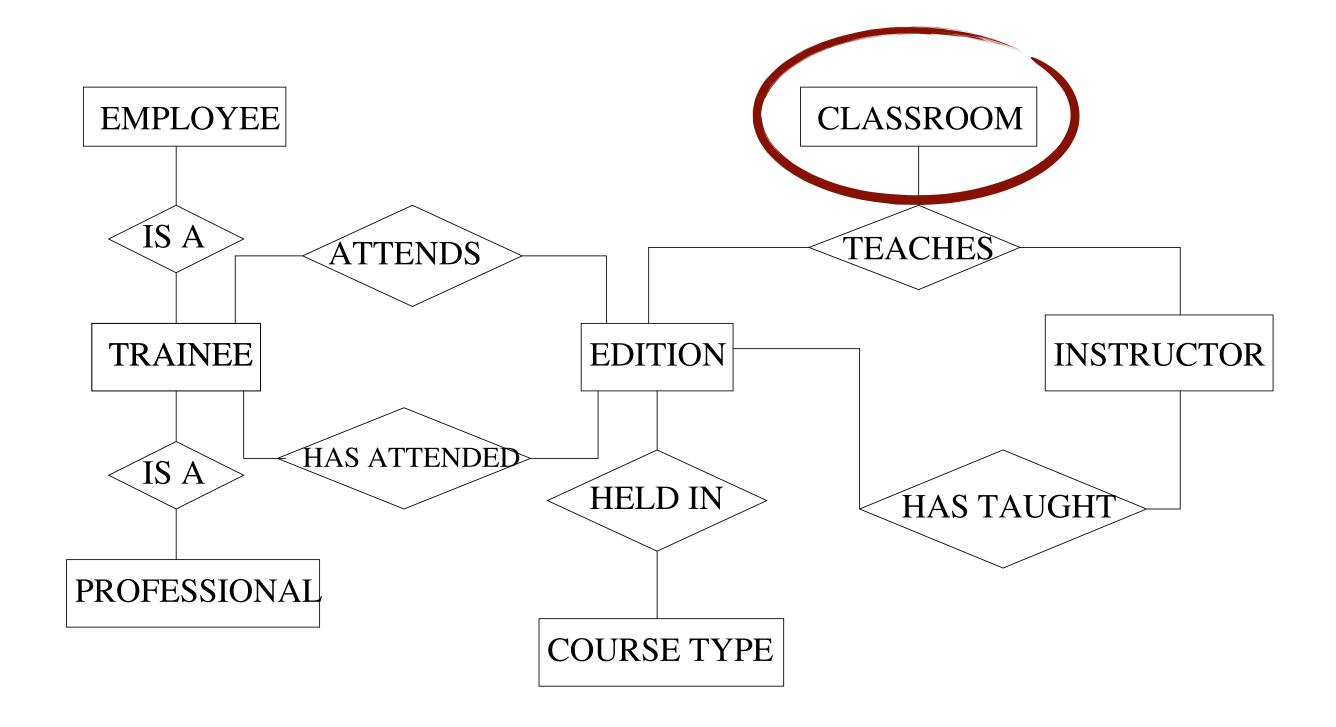
- Story 5: we distinguish between current and past edition of a course
- from 1 relationship to multiple relationships
 - identify cases in which a relationship describes two or more different concepts linking the same entities:





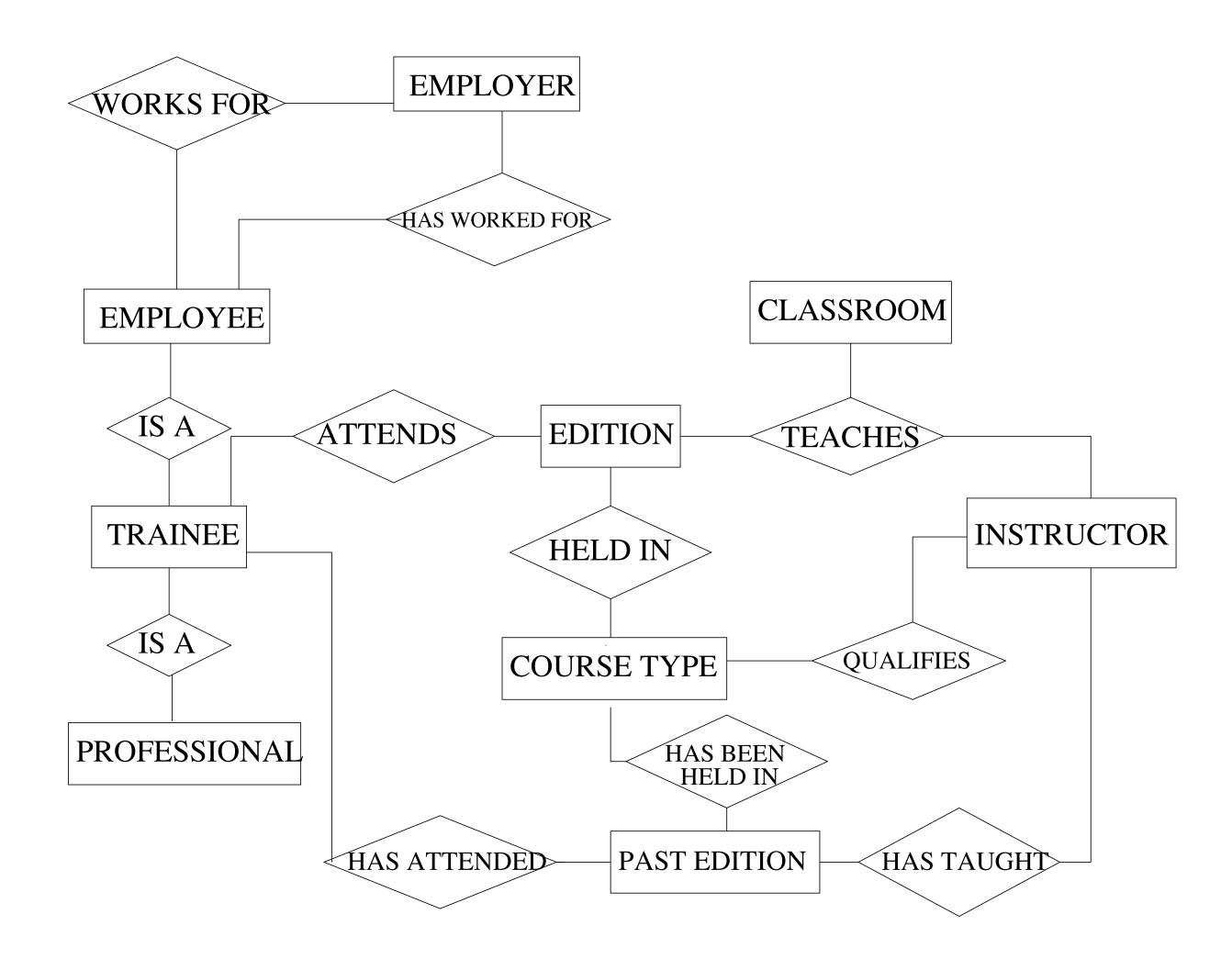
- 6. Courses are held in classrooms
- 7. Instructors only teach Courses for which they are qualified
- 8. We archive past editions of courses keeping summary data
- 9. We maintain data of trainees' employers

- Story 6: Courses are held in classrooms
 - from 1 relationship to 1 entity + relationships
 - identify cases in which a relationship describes a concept having an autonomous existence:





Story 7, 8 and 9: spot the differences!





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dodgy





weak entity type

identifying owner

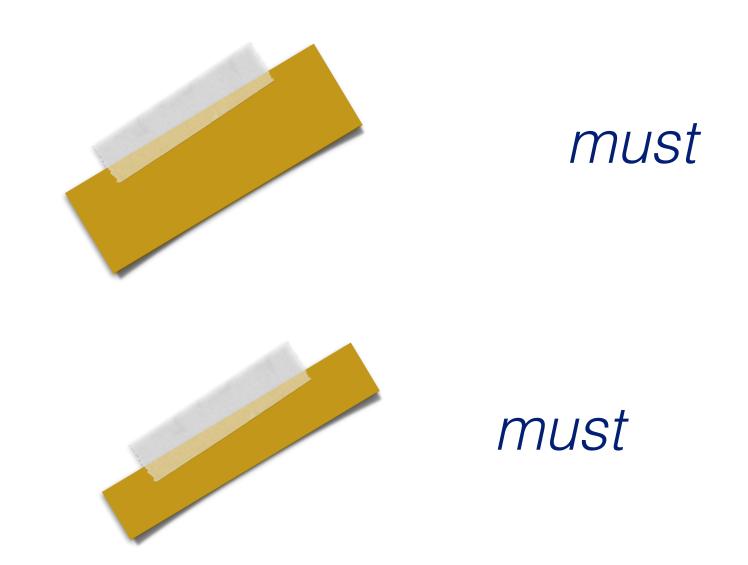


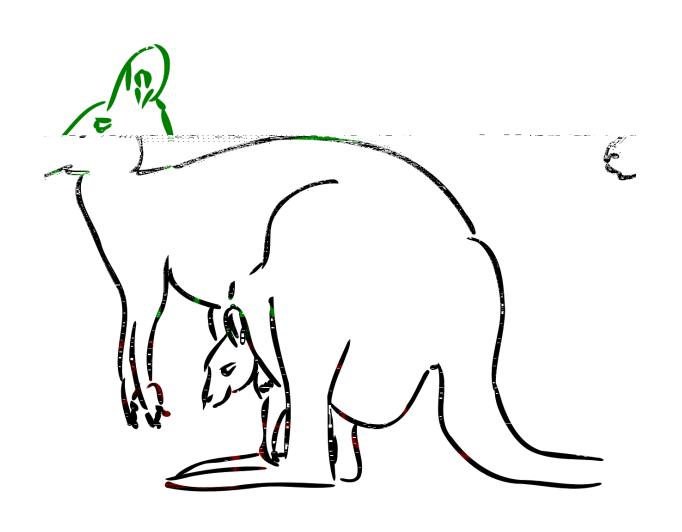




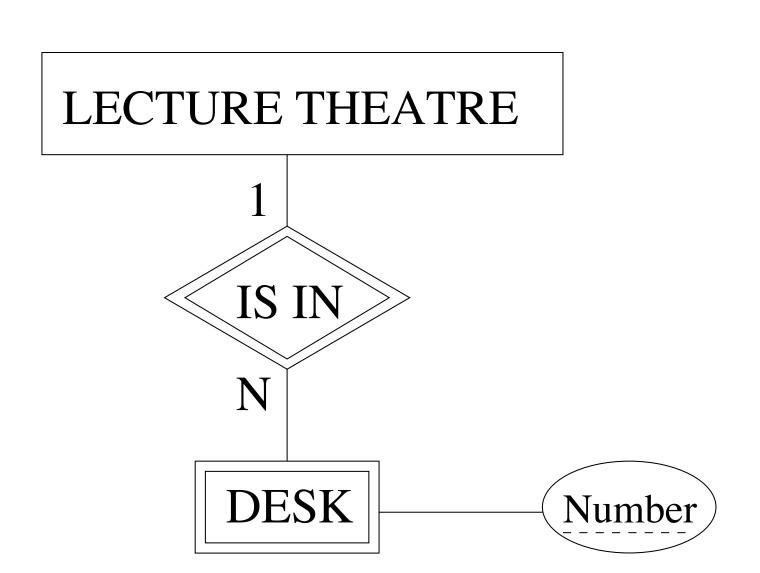
identifying relationship







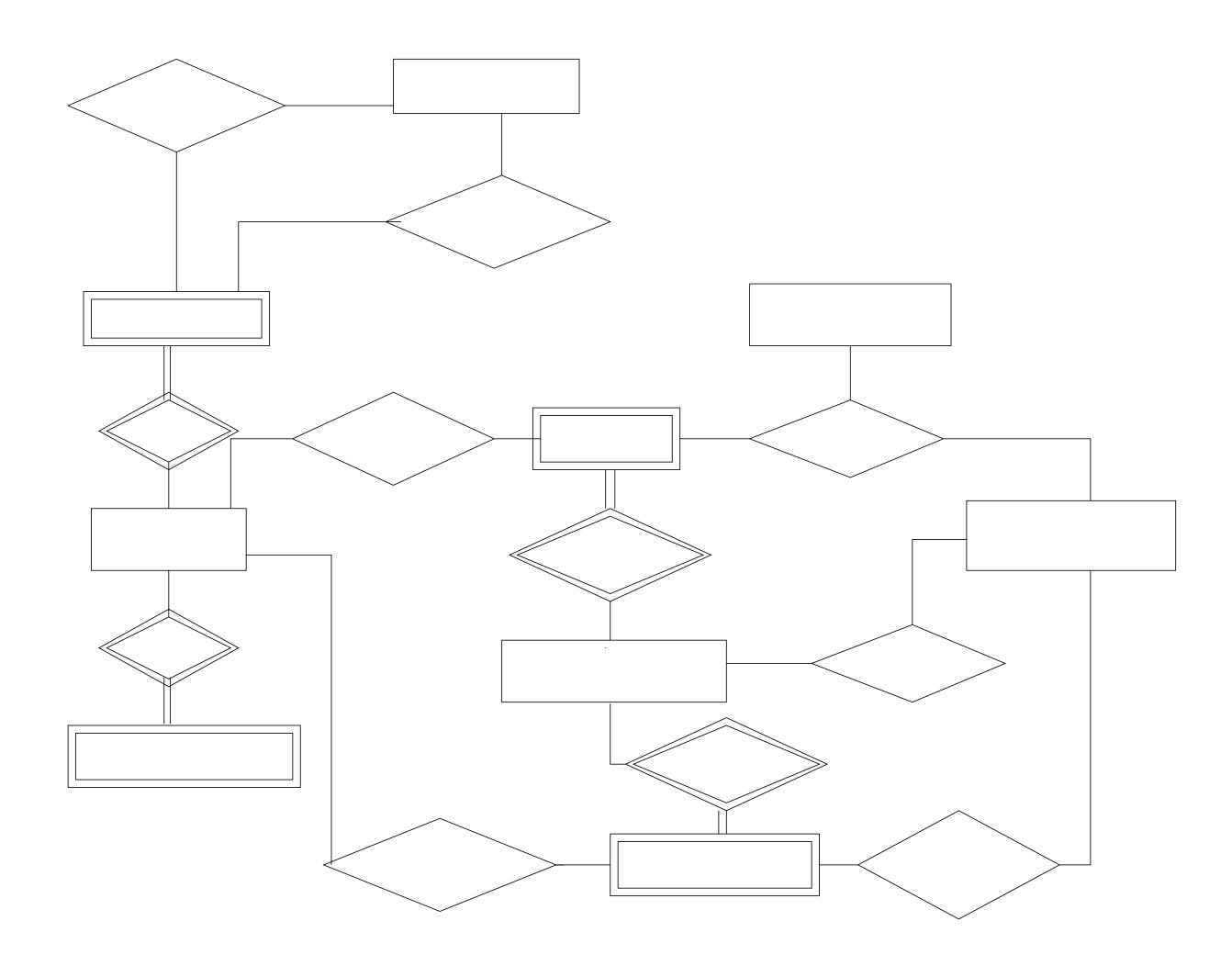






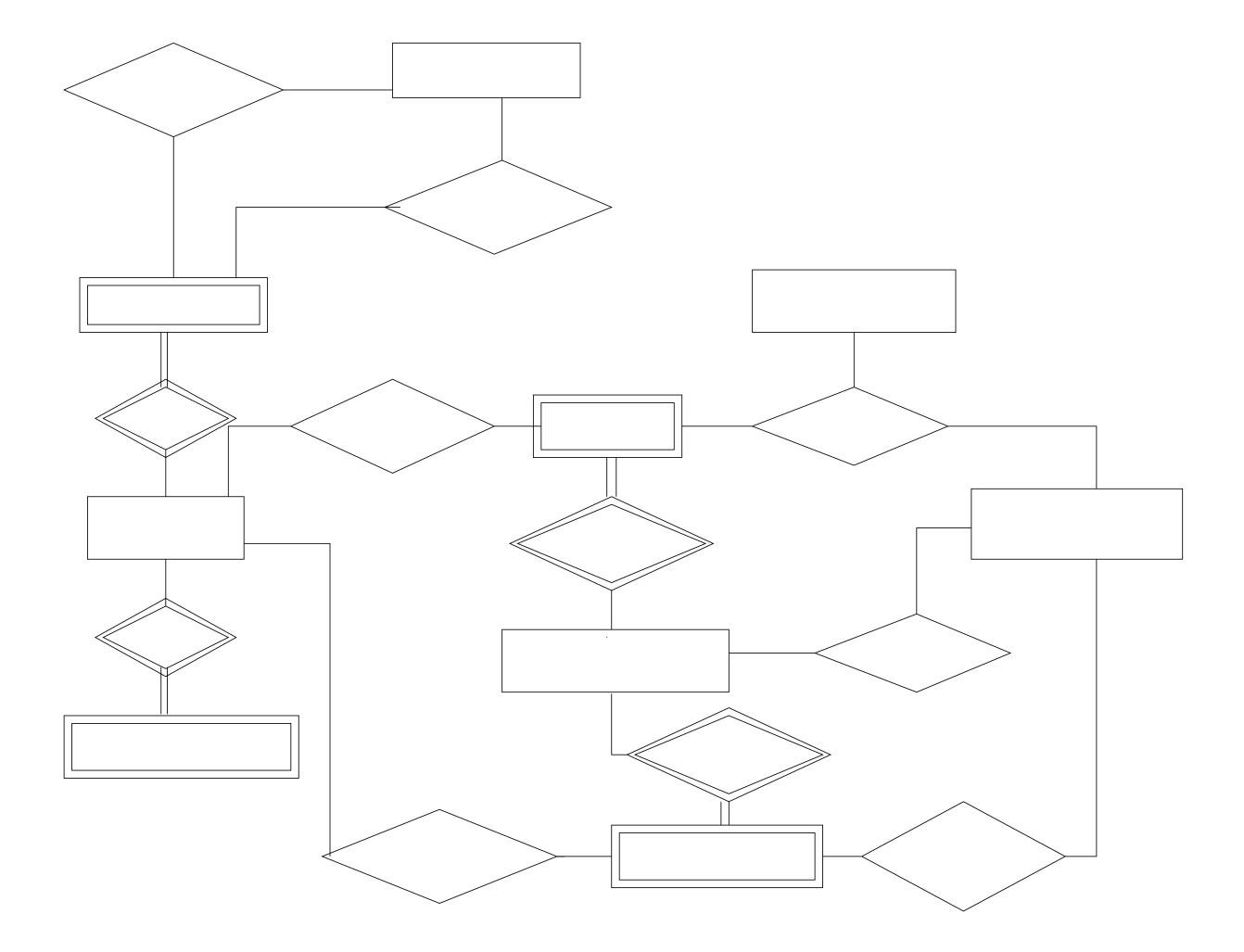


• establish cardinalities and participation constraints for relationship, and **strong/weak** entity types



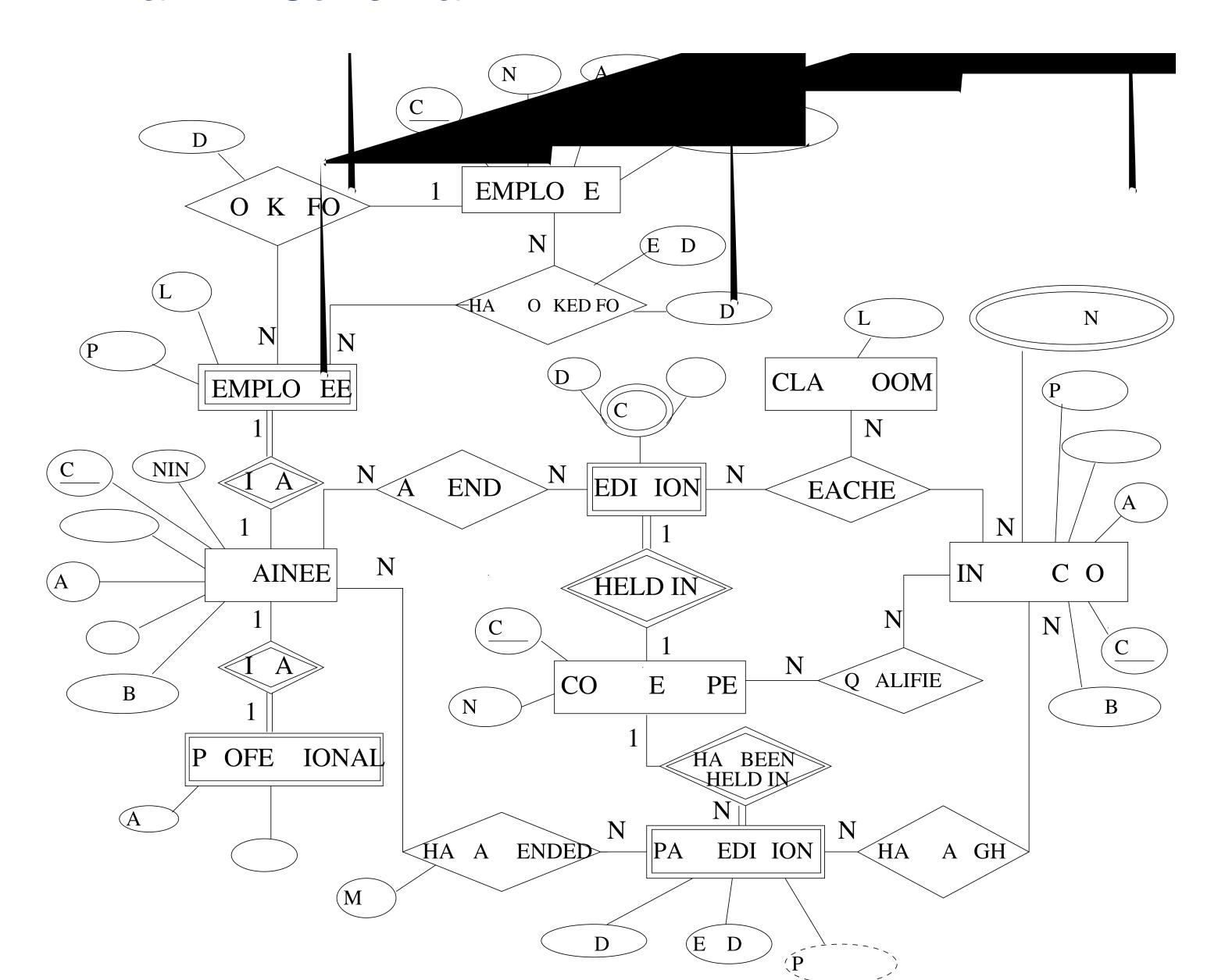


• and now, finish off with the attributes (you could add attributes at each iteration - or you could add just the main attributes, then refine, ...)





Final ER schema







one one one

many

