



Bringing British  
Education to You  
www.nccedu.com

## Analysis, Design and Implementation

Topic 3:  
Object-Oriented Modelling

V1.0

---

---

---

---

---

---

---


---

Object-Oriented Modelling Topic 3 - 3.2

## Scope and Coverage

*This lecture will cover:*

- The OOAD development process
- An overview of previous methods
- The benefits of OOAD
- The drawbacks to OOAD



Bringing British  
Education to You  
www.nccedu.com

V1.0

---

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.3

## Introduction

- In this lecture we are going to address the way in which the OOAD process is applied.
- We are also going to talk about what came before a little.
- OOAD as a process has many benefits.
  - And the object-oriented programs it inspires are the norm for the industry.
- It also has a number of drawbacks.
  - We will discuss these too.



Bringing British  
Education to You  
www.nccedu.com

V1.0

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.4

## In the Past...

- In the past, most analysis and design progressed through the use of two systems.
  - Structured Systems Analysis and Design (SSADM)
  - The Waterfall Model(We touched on this briefly during the first lecture.)
- As software systems grew in size and complexity, these tools ceased to scale up.
- In addition, they were somewhat difficult to change to adapting circumstances.

NCC Bringing British Education to You  
V1.0 www.nccedu.com

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.5

## SSADM

- SSADM stressed a 'data-oriented' approach to developing diagrams for systems.
  - Most of the diagramming was done through **data flow diagrams** (DFDs)
- These emphasised the way in which data was stored, manipulated and passed through the system.
- It was a useful notation, but as systems grew so too did the diagrams.

NCC Bringing British Education to You  
V1.0 www.nccedu.com

---

---

---

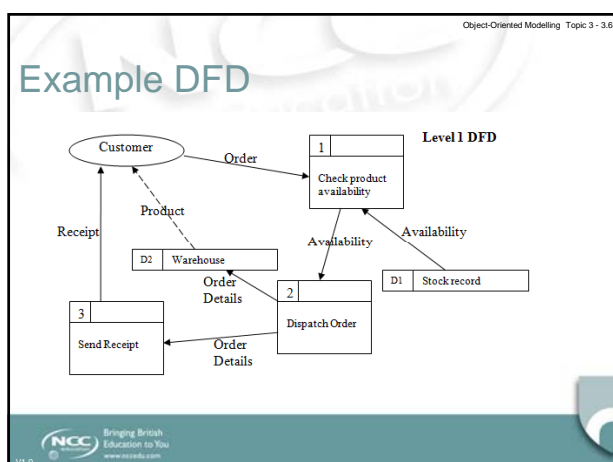
---

---

---

---

---



---

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.7

## Data Flow

- Each of the boxes in the level one DFD would be expanded into a DFD of its own, and so on.
- Rapidly, it became difficult to explore a complex program while also understanding the context in which parts functioned.
- Because of the focus on data, documents had to be maintained defining what data was and where it was used.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.8

## Data Dictionaries

- These were called data dictionaries, and it was not uncommon for them to run to hundreds of pages.
- They stored details of formats, defaults, validation routines, and so forth.
- Any time data was used, its use was recorded in the dictionary.
- Any time new data was generated, it was recorded in the dictionary.
- It was very unwieldy.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.9

## Software Complexity

- As the complexity of software increases, these diagrams became more cumbersome.
- Object-oriented analysis and design was introduced to help simplify the architecture of large, complex programs.
  - An object is a small, self-contained program of its own.
  - The system is the interaction of all the objects in a program.
- This allows for more compact representation in diagrams.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.10

## Object-Orientation

- Object-orientation is a progression from the procedural programming paradigm of earlier languages.
  - Objects add an extra level of modularity on top of the existing functions permitted.
- Programs written using structured programming often lacked maintainability.
- Object-orientation was developed to address this deficiency.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---

---


---

Object-Oriented Modelling Topic 3 - 3.11

## Benefits of OOAD

Object-oriented analysis and design has a number of advantages over structured analysis and design:

- Systems are more effectively decomposed into units.
- Good OOAD results in components that are more easily maintained.
- Good OOAD results in components that can be more easily reused between systems.
- OOAD more naturally models how systems work in practise.
  - Data flow analysis is an artificial, algorithmic overview.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---

---


---

Object-Oriented Modelling Topic 3 - 3.12

## Drawbacks of OOAD

There are drawbacks too:

- Large systems will have hundreds of classes, and interactions can be complicated.
- It is easy to badly design classes.
- Object-orientation requires a trade-off between coupling and cohesion - you cannot have it all.
- While it more naturally models how systems work, it is still an unusual way for people to think.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.13

## A Simple OOAD Process - 1

- Much of the benefit of OOAD can be obtained through the use of a five step process.
  - **Identify the needs of users**  
Documented via use case diagrams
  - **Detail the steps needed for each of the requirements**  
Done through activity diagrams
  - **Decompose the requirements for the system**  
Break it down into components via class diagrams
  - **Define out the interactions**  
Bring it all together in a component diagram
  - **Iterate**

NCC Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.14

## A Simple OOAD Process - 2

- Iteration is an important part of OOAD.
  - You will never get it right the first time.
  - New requirements and information will be introduced all the time.
- Incremental analysis and design is simplest.
  - Do not try to solve the whole problem at once.
  - Pick a starting point, and work from that.
- Good design is user centric.
  - You need to know what the users have to say.

NCC Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.15

## Decomposition

- Understanding any complex system is an exercise in **decomposition**.
  - You must be able to partition the whole into manageable subsections.
- Abstraction is an important part of this process.
  - You need to be able to view the different parts at a suitable level of granularity.
- Incremental development is the process of successively refining your abstractions.

NCC Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.16

### The Use Case Diagram - 1

- The **Use case diagram** is an important tool in managing your abstractions. It allows you to represent the broad interactions between parts of a system.
- It is used to represent the set of functionality that must be supported for each part. Those parts are called **actors**.
  - They may be users.
  - They may be subsystems.

NCC

Bringing British Education to You

www.nccedu.com

V1.0

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.17

### The Use Case Diagram - 2

- Use case diagrams do not show interactions between actors. That is beyond the scope of our analysis and design.
- Actors are represented by stick figures.
- Actions are represented by ovals in which a broad description of the process is placed.
- A specific interaction is defined as a line which connects the actor and the action they can perform.

NCC

Bringing British Education to You

www.nccedu.com

V1.0

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.18

### Use Case Diagram Example 1

```
graph LR
    Person[Person] --- SwitchOn((Switch On))
    Person --- SwitchOff((Switch Off))
    subgraph System
        SwitchOn
        SwitchOff
    end
```

NCC

Bringing British Education to You

www.nccedu.com

V1.0

---

---

---

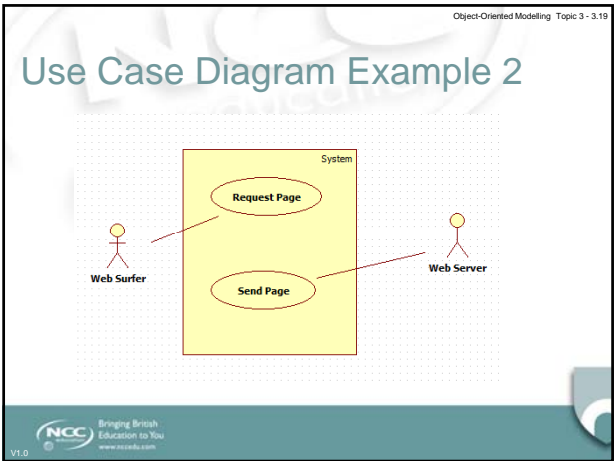
---

---

---

---

---



---

---

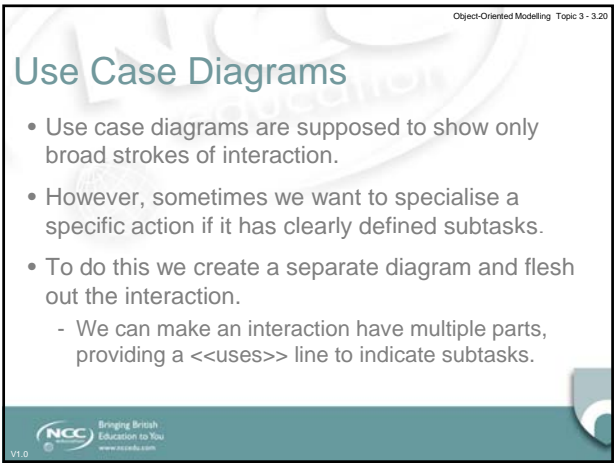
---

---

---

---

---



---

---

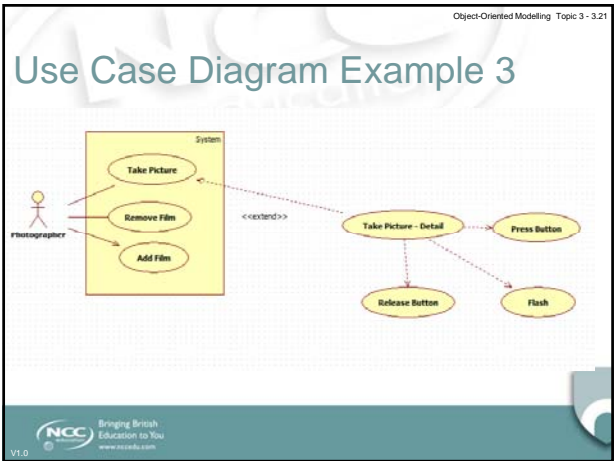
---

---

---

---

---



---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.22

Use Case Diagrams - 2

- Note that no order is imposed in use diagrams. We will handle that in a different, later diagram.
- You can think of this as a high level overview of your user interface.
  - You need to permit ways for people to do all of the things you have indicated on the diagram.
- Generating the use case diagram will be a result of interaction with the users and the problem statement.

NCC

Bringing British Education to You

www.nccedu.com

V1.0

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.23

Use Case Diagrams - 3

- A third special syntax of a use case diagram permits you to indicate that one kind of action derives from another.
- This is the *extends* syntax, and is used to demonstrate both inheritance and polymorphism in a diagram.
  - You will not have to do this until quite late into the OOAD process.

NCC

Bringing British Education to You

www.nccedu.com

V1.0

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.24

Use Case Diagram Example 4

NCC

Bringing British Education to You

www.nccedu.com

V1.0

---

---

---

---

---

---

---



Object-Oriented Modelling Topic 3 - 3.25

## Identifying Use Cases - 1

- We can use a technique called **event decomposition** to arrive at a list of candidate events for our system.
  - We treat the system as a black box.
  - We focus on the things that happen to the black box.
- We may end up discarding or combining the events that we come up with.
  - That is all part of the iterative process.
  - What we need to begin with is a starting point.

V1.0 NCC Bringing British Education to You www.nccedu.com

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.26

## Identifying Use Cases - 2

- There are three main kinds of event we need to look at.
  - External events
  - Temporal events
  - State events
- We consider each of these events in relation to the potential actor.
  - This technique is merely a way of focusing our thinking.
  - The starting point will still be the problem statement or the users.

V1.0 NCC Bringing British Education to You www.nccedu.com

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.27

## External Events

- **External events** exist outside the system, and are usually initiated by a third party outside the scope of our system, for example, the customer of a web page, or the database administrator.
- We then document all of the potential interactions that each of these actors may be required to perform. Each of these then becomes a candidate for a use case diagram.

V1.0 NCC Bringing British Education to You www.nccedu.com

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.28

Example Candidates

Customer	List products by category List products by price Buy a product Read reviews of a product View shopping basket Update account details
Administrator	Add new products Remove products Modify products Modify customer details

V1.0

NCC

Bringing British Education to You

www.nccedu.com

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.29

Temporal Events - 1

- **Temporal events** are those that occur as a result of reaching a particular point in time, for example 'End of the month, so handle salaries.'
- Sometimes these events will be triggered by external entities. A user may set up an report that should be mailed to them every week.
- We determine temporal events by detailing any specific deadlines or recurring functionality.

V1.0

NCC

Bringing British Education to You

www.nccedu.com

---

---

---

---

---

---

---

---

Object-Oriented Modelling Topic 3 - 3.30

Temporal Events - 2

- Temporal events do not necessarily occur at a fixed time. They may instead occur after time passed.
  - E.g. Debit the customer's account ten minutes after they have purchased an item.
- The occurrence of the timed event is the temporal aspect. Setting the event to occur is often an external event.

V1.0

NCC

Bringing British Education to You

www.nccedu.com

---

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.31

## State Events

- **State events** are those that occur when the data in a system reaches a point where processing is required.
  - E.g. When stock drops below a certain amount, email the procurement department.
- Normally these occur as a result of other events.
  - Temporal or state
  - A customer buys a product, which adjusts the stock, which throws up a state event.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.32

## Choosing between Events

- What we get out of this is a list of **candidates**. They are not all going to be worthwhile.
- The only ones we care about are those that directly affect our system.
- We do not care about the events that lead up to the interaction, or those that follow them.
- We need to strive for a consistent level of detail across the events. This may involve breaking some out into multiple events, or combining others.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.33

## Conclusion

- OOAD is an evolution from structured analysis and design.
- It stresses interaction of components rather than the flow of data between algorithms.
- Use case diagrams are used to represent a high level view of actor interactions.
- There are many ways to develop use case diagrams.
  - Event decomposition can be a useful technique.

 Bringing British Education to You  
www.nccedu.com  
V1.0

---

---

---

---

---

---


---

---

Object-Oriented Modelling Topic 3 - 3.34

# Terminology

- **Use Case Diagram**
  - A diagram used to represent high-level interactions with a system.
- **Event decomposition**
  - Identifying events that must be represented in the system through analysis of raised events.
- **Actor**
  - Something that interacts with our system. Can be external (such as a user), or a subsystem.



Bringing British Education to You  
www.nccedu.com

V1.0

---

---

---

---

---


---

---


Object-Oriented Modelling Topic 3 - 3.35

# Topic 3 – Object-Oriented Modelling

Any Questions?



Bringing British Education to You  
www.nccedu.com



V1.0

© NCC Education Limited

---

---

---

---

---

---

---