**Exam Scheduling System**

**Process Report**

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**Software Technologies Engineering**

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**Table of content**

[1 Introduction 1](#_Toc522214326)

[2 Group Description 2](#_Toc522214327)

[3 Project Initiation 3](#_Toc522214328)

[4 Project Description 4](#_Toc522214329)

[5 Project Execution 5](#_Toc522214330)

[6 Personal Reflections 6](#_Toc522214331)

[7 Supervision 7](#_Toc522214332)

[8 Conclusions 8](#_Toc522214333)

Appendices

# Introduction

We started this Semester Project as our first project as a group. We are first semester students at VIA and we chose the people we are in based on personal reflections, friendships and culture. For our Project we will be using our classes that we have had so far in our first year here – which are SDJ1(Software Development with Java)

, SSE(Study Skills for Engineers), RWD(Responsive Web Design) and SEP1, which is an introductory course to making our Project. Each course is used in a different way for the project and are all used equally.

In the first section of the Process Report we will include a log book of our meetings as a group, a table with the meetings and what work we have done during this period of time.

In our table we have presented a timeline of the date that we started a certain part of the Project and what we finished on the same meeting. (All dates included are in the year 2019)

Example: On 02.09.19 we started the 1st semester year and we finished summer break.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Started** | **Finished** | **Duration** |
| 16.11 | Use Cases, Requirements, Use Case Diagrams, Activity Diagrams | - | 2 hours |
| 26.11 | Class Diagrams | Use Cases, Use Case Diagrams, Requirements, Activity Diagrams | 2 hours |
| 27.11 | RWD Aquarium Assignment | - | 2 hours |
| 4.12 | Start GitHub repository for SEP1, learning how to use GitKraken | RWD Aquarium Assignment | 1 hour |
| 9.12 | GUI, started work on Process Report, Implementation of Model | Class Diagram | 2 hours |
| 10.12 | Testing of some classes, Sequence Diagram | - | 4 hours |
| 13.12 | XML files for adapter, Project Report, Re-do of class diagram | Sequence diagram, GUI, XML files | 7 hours |
| 16.12 | Testing, Assemble the program | Class Diagram v2 | 8 hours |
| 18.12 | JavaDocs | GUI, Assemble the program | 10 hours |
| 19.12 |  | JavaDocs, Testing, Process Report, Project Report | 8 hours |

Tasks

In this part of the Introduction, we have included what each member has worked mostly on for the period of the Project Weeks. We have included a part for tasks, which each person has contributed equally to them.

Eva Nikolaeva

* Implementation
* Process Report
* Analysis Diagrams
* Testing
* Assemble the program

Sabina Elena Baghiu

* Implementation
* Testing
* Design Diagrams
* Analysis
* JavaDocs
* Project Report

Marton Pentek

* GUI
* Testing
* User Guide

Miladin Asenov

* Project Report

Equal Contribution:

* Analysis requirements
* Use Cases
* Project Description
* Domain model

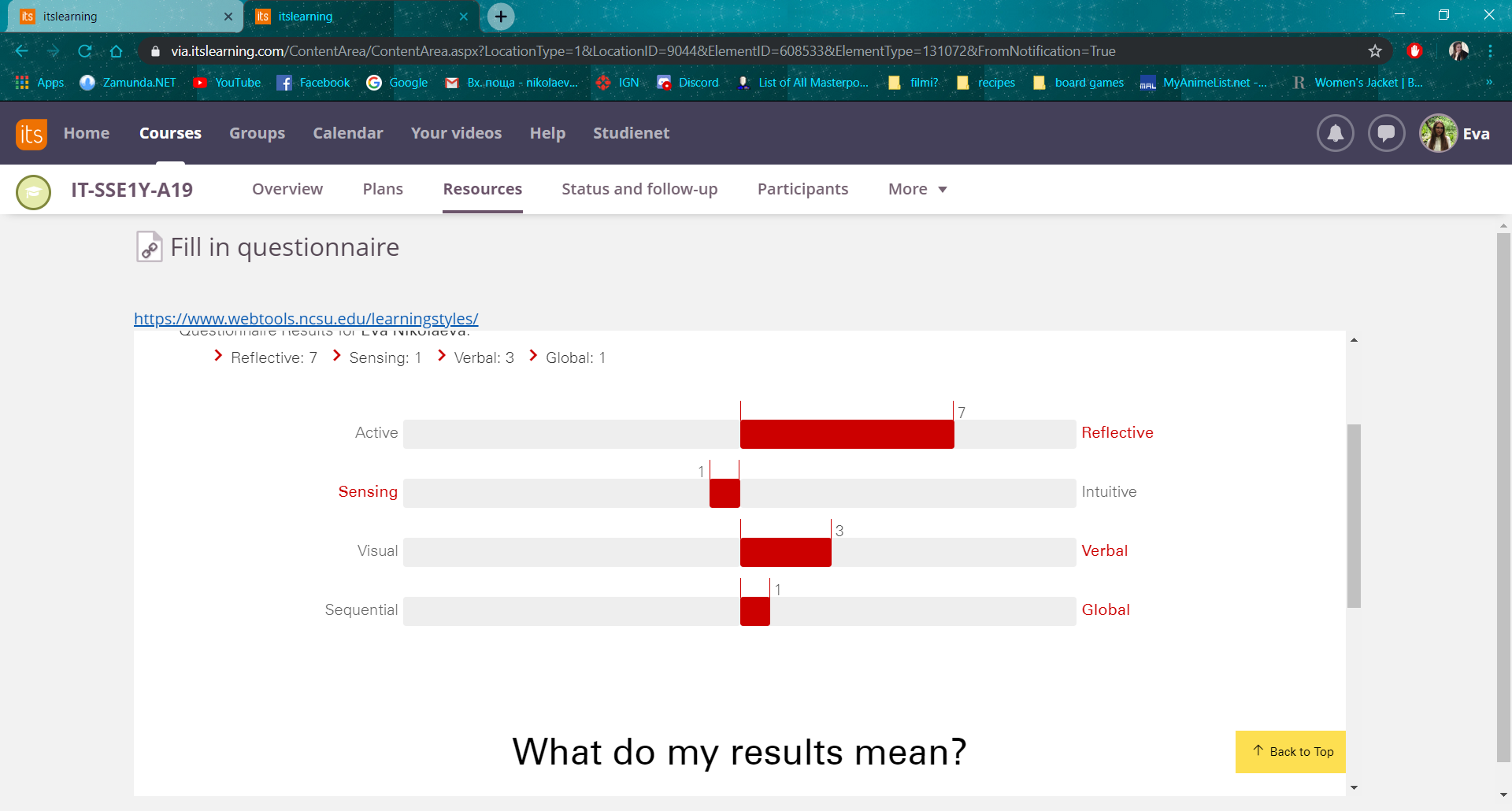
# Group Description

In this part of the Process Report we will be delving into the cultural aspects, personality profiles, reflecting on group work and motivation of each group member. In order for this to be organized in the best way possible, we will separate each main point and talk about it for every person. This information is also useful to ourselves, because we may learn something we don’t know about a group member and help each other work in the best way possible by creating a safe space where we all know why we behave the way we do.

**2.1 Felder and Soloman Learning Styles**

We will first start with our learning styles based on the Feldman Test of learning styles. We will each go over our own learning style and comment on it.

2.1.1 Eva Nikolaeva



**How do I process information?**

* Reflective

This means I reflect more on the information I receive than act on it. This might include I am more reserved and do not rush into things without thinking over them beforehand, but in the learning aspect, I prefer to think about something well before I say anything. My score is 7 which means I have a preference on the way I learn and I may sometimes have a hard time in an Active environment.

**How do I perceive information?**

* Sensing

This means that in I am best at learning about concrete information, facts and something already known to be discovered. But the 1 that I scored also means that I can lean in on both sides, I can be both a sensing and an intuitive learner, where the intuitive learner prefers theoretical information and something new and innovative. I personally think I can manage with both fields of thinking, depending on the subject or matter. I like learning about theoretical stuff, but when it comes to knowing, it is much easier for me to remember facts.

**How do I prefer information to be presented to me?**

* Verbal

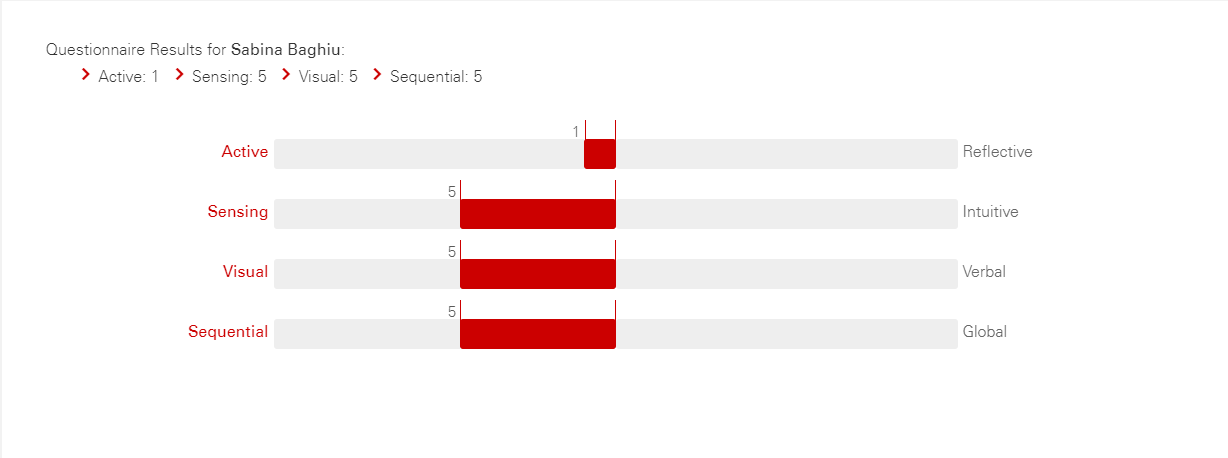
This means I am a verbal learner, I can better remember, understand and reflect on information which has been presented to me through words or speech. I can learn better when I read it or hear it, but the 3 also means that I can lean on the other side, which is the visual learner, learning better with pictures, graphs, diagrams and helping aims. I personally think I am more of a verbal learner, I do not need pictures and diagrams in order to learn the information given to me.

**How do I understand information?**

* Global

Global learners are people who understand information that has been presented to them first by explaining the bigger picture and then go into detail about the particular subject. I consider this to be very true about me even though it is just a 1 on the score of 1 to 10. I always need the bigger picture in order to know what is going on, then I can ask about the details or different parts of the project, for example.

2.1.2 Sabina Elena Baghiu



**How do I process information?**

* Active

According to the result above, I am both active and reflective, which means I can easily learn by practicing and trying things out myself, but also by analyzing things and taking my time to understand them.

**How do I perceive information?**

* Sensing

I like when information is concrete and I’m always looking for the facts, thus being more sensing.

**How do I prefer information to be presented to me?**

* Visual

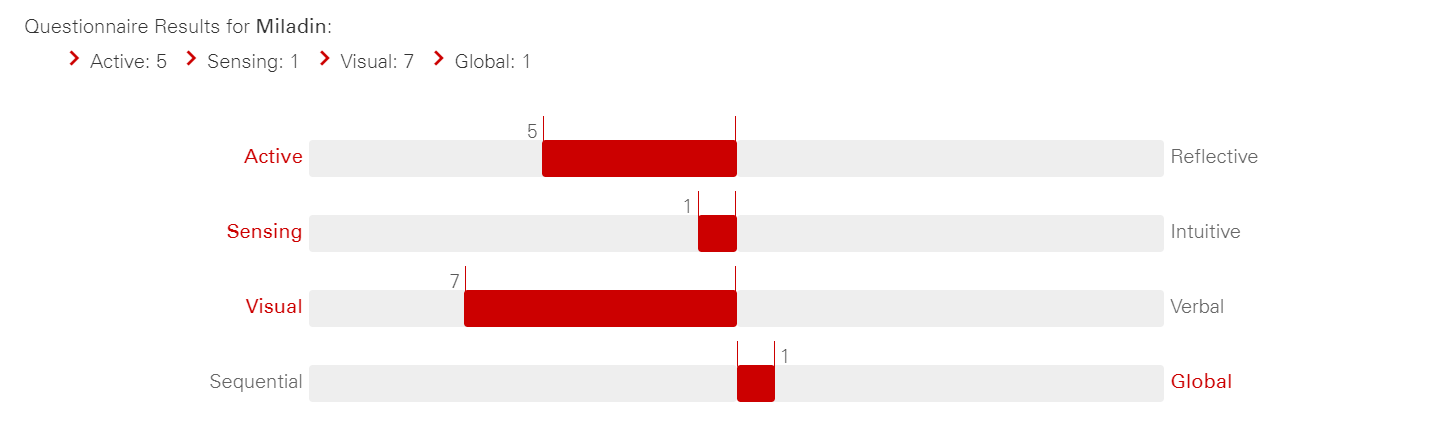
I learn better if the information given to me includes pictures or diagrams, as I search for visual representations.

**How do I understand information?**

* Sequential

Because I am a sequential learner, I’m detail-oriented and I like it when the rules are being followed and information is well structured.

2.1.3 Miladin Asenov



**How do I process information?**

* Active

It means that I tend to improve retention and understanding of information by discussing or explaining it to others. I benefit from group activities in which members explain topics to each other and helps finding ways to apply or use given information

**How do I perceive information?**

* Sensing

Sensing learners, such as I like to learn facts and solving problems using well-established methods; enjoy courses that have connections to the real world. I Connect information to real world applications

**How do I prefer information to be presented to me?**

* Visual

I remember what I see and implement myself. Pictures, diagrams, flow charts and demonstrations. I benefit from Finding or drawing diagrams, sketches, schematics, photographs, videos, using concept mapping to visually

arrange key points

**How do I understand information?**

* Global

I tend to Learn in large jumps, randomly absorbing material until I suddenly “get it”. I benefit from Skimming through the entire chapter to get an overview before starting to study specific information, relating the subject to things already known to see the bigger picture.

2.1.4 Marton Pentek

A screenshot of a cell phone

Description automatically generated

**How do I process information?**

* Active

This means that I like processing the information through tasks and doing something with the information I receive. This is the reason why I struggle with learning only the theory by the table and reading about it I need some action sometimes maybe physical movement to connect the information to.

**How do I perceive information?**

* Intuitive

Intuitive learners tend to come up with new ideas and always on the edge to find some other way to doing the task they have to do. I am an intuitive learner and a enjoy courses where new ideas come to reality.

**How do I prefer information to be presented to me?**

* Visual

I prefer to observe the information in flow charts, pictures, diagrams, sketches, drawings. Every time I start to work on something, I start with sketching up some of my ideas to visualize them. Also, I like to present my ideas by drawing them and explaining my drawings to the others.

**How do I understand information?**

* Global

I like to understand the whole picture before I dive into details. I prefer lectures where the teacher presents me an overview of the material to see the big picture. I like to skim through a chapter to get the main idea before I start focusing on the details.

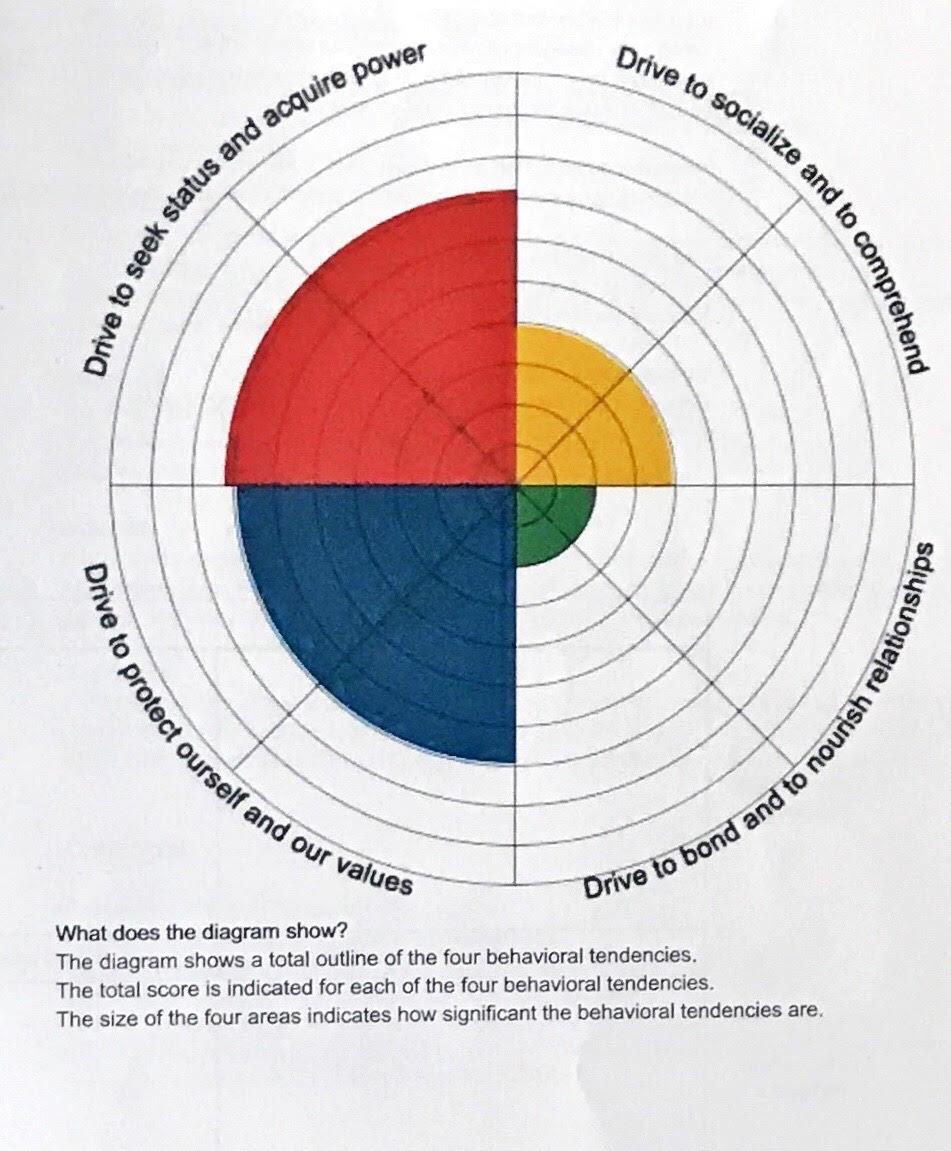
2.1.5 Conclusion

The Felder and Soloman Learning Styles were a tool in helping us better understand how we comprehend information and which method tends to work better, depending on a person’s results. We didn’t have problems with accepting each other’s pace and understanding, so we did not need to use them actively in a problem-solving conversation, but they helped in being more understanding towards each other.

**2.2 E-Stimate Profiles**

In this segment we will explore each person’s e-stimate profile, which is a personality test, based on four colors representing different behavioral tendencies. Red is the people who are driven by status, power, knowledge and leadership. Yellow is the people who are driven by socializing, understanding and innovation. Green is the people who are driven by bonding, relationships, loyalty and friendship and lastly Blue is the people who are driven by precision, protection, detail and systematic approach.

2.2.1 Eva Nikolaeva



Strengths : Dynamic, Focused, Resourceful

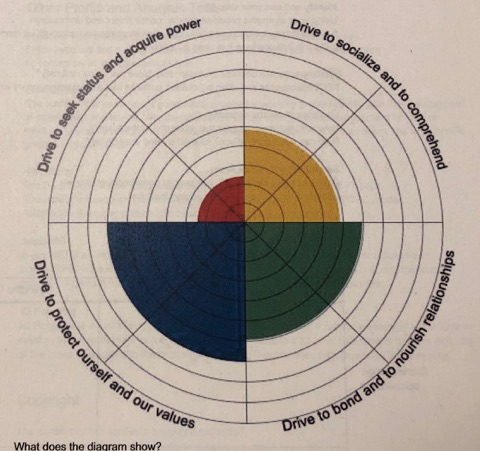
Fears : Losing Influence, Failing, Appearing weak

Motivation: Prestige, Influence, Victories

Group Role: Initiator, Team Leader, Gets results

Judging from the image, my score can be seen to be highest in the left hemisphere of the graph. My biggest score is in red and right after the red comes blue. I can draw conclusions that I consider my environment to be unfavorable and I am both acting and reflecting, but because I have a bigger score in red, then I am also more acting. I consider this profile to be correct, because it brings out in paper my strengths, fears, motivations and also team role. In the descriptions it said that people with the red tendency are team leaders and even though this turned out to be true, I also had a very hard time being one. I was always more stressed than I had to be and I had to think about not just me, but also of my groupmates and if there is any way I can help them or motivate them.

2.2.2 Sabina Elena Baghiu



Strengths : Organized, Disciplined, Detail-oriented

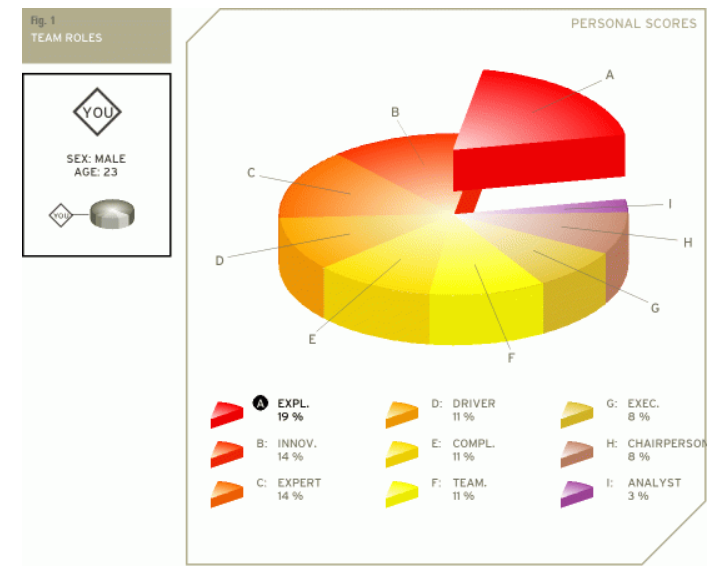
Fears : Being focused on, Making mistakes, Time Pressure

Motivation: Structure, Professionalism, Clear guidelines

Group Role: Takes care of the detail, Documentation, Quality

As a result of this personality test, I discovered that I’m predominant blue, closely followed by green, with a little bit of yellow and almost no red. Being blue helped me become the one who paid more attention to the details in our team, as I was focused on the quality and the precision of our work. I was the only green person in the group, so I found myself being the mediator when it was the case, trying to solve the conflicts between us in order to work in harmony.

2.2.3 Miladin Asenov (Belbin Profile)



As the diagram shows, I am 19% an Explorer, which means that I am generally an extrovert by nature. I am cheerful, gregarious. The explorer is also investigative, interested and curious about things. Because explorers like to improvise and communicate with others, they will have little problem presenting ideas to the team and developing new contacts.

I am 14% Innovator, which indicates that I am the “creative generator” of the team. I have a strong imagination and a desire to be original. The innovator prefers to be independent and tends to approach tasks in a scientific way. As a creative individual the innovator may play a crucial role in the way a team approaches tasks and solves problems.

Also, I am 14% Expert, and the expert has the skills and expertise required for the specific task at hand. I have a strong focus on the task and may get defensive when others interfere work. The expert prefers to work alone, and team members often have a great deal of trust and confidence in him.

2.2.4 Marton Pentek

A picture containing balloon, aircraft, transport, accessory

Description automatically generated

Strengths : Dynamic, Focused, Resourceful

Fears : Losing Influence, Failing, Appearing weak

Motivation: Prestige, Influence, Victories

Group Role: Initiator, Team Leader, Gets results

As the diagram shows my strongest color is red, it means that I am a goal-oriented person so I have to be the one in the group who is responsible for to make the others do their part when they are unmotivated and to make sure that the project is done on deadline. My biggest fear is to fail the project as a red person it is one of my weakness therefore, I try to initiate everyone to stick to the plan. As a red person I do not care about other people feelings this may be one of my quality which can cause me problems communicating with my group. I believe I am not as much as red as the diagram shows because I like to sit back and listen when I should initiate the others to work. My second color is yellow, I think I am more on the creative side of this color because I love to come up with new ideas on the other hand one of my biggest motivation is freedom so I consider this color is very well estimated. My third color is blue this color should be stronger for me. I love to be organized about my work and I am about to make a quality product as much as I can. One of my fear is running out of time so I think the blue characterizes me more.

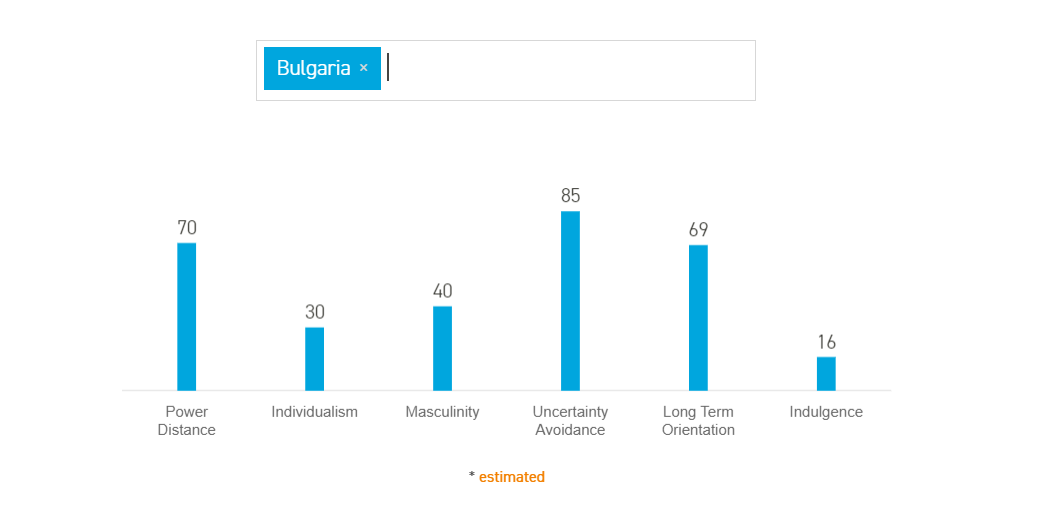
2.2.5 Conclusion

The e-stimate profiles were the tool we used the most in getting to know each other better and were referenced almost on a daily basis by all team members. We were asking ourselves why is this person having the most of this color and looked for the answer using e-stimate’s logic in describing a certain color’s strengths or motivations. It really improved our team work, because we knew what each person’s strengths are and we made sure they were displayed by the work they had done.

**2.3 Culture**

In this segment, we will discuss the differences and similarities between our culture and since we are from three different countries, the outcomes will be filled with diversity and contrast. We will use the Six Hofstede Dimensions and we will reflect on our own country’s dimensions and whether we have been affected by it.

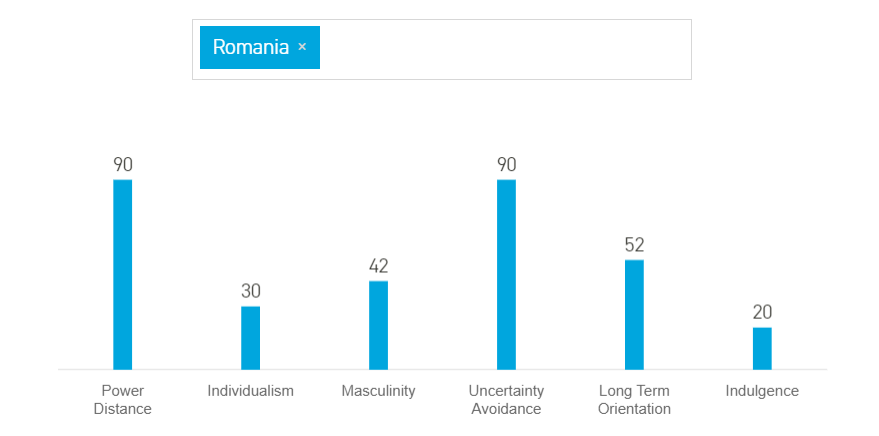
2.3.1 Eva Nikolaeva



1. Power Distance High
2. Individualism Low
3. Masculinity Medium

Even though I come from a country where the context is very high and the individualism is very low, I am very much the opposite and do not agree in any way with the culture of my homecountry.

2.3.2 Sabina Elena Baghiu



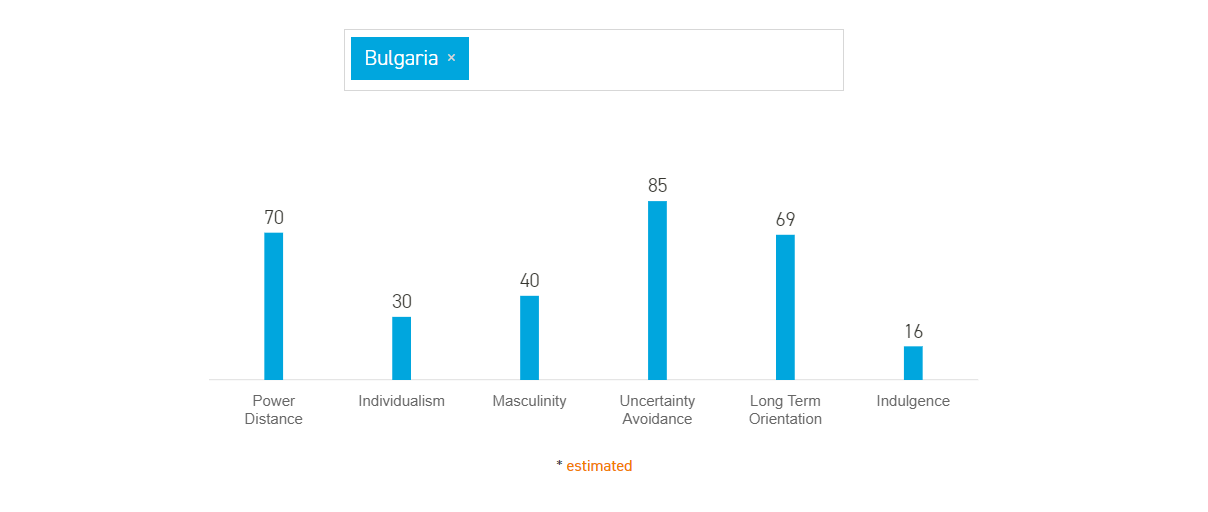
1. Power Distance High
2. Individualism Low
3. Masculinity Medium

According to the dimensions of culture that Hofstede described, Romanians are prone to having a very high power distance, therefore accepting the power being distributed unequally. I don’t think this applies to me because I believe that everyone has the same amount of power and responsibility. This fact was visible on our group, as each one of us had the chance to express their ideas and opinions freely.

Regarding individualism, I come from a society of “We”-identity and I feel like this trait reflects very well my personality, because I am more concerned about the well-being of the entire group.

When it comes to masculinity, I’m somewhere in the middle, as I care not only about achieving my goals, but also about what others want to obtain.

### 2.3.3 Miladin Asenov



1. Power Distance High
2. Individualism Low
3. Masculinity Medium

I do not feel that I represent the exact contributable values that are shown on the diagram. The individualism is not correct, because I work the best when I work in a group, and I am comfortable to speak out. For the power distance, maybe is the only thing I really do not agree with, since I think all people should be equal, and trusted with any kind of task given to them, helping out a person who needs it, is the best thing you can do for someone. I see myself as a person who works well in a team, great with communication, and very well-going.

2.3.4 Marton Pentek

A screenshot of a cell phone

Description automatically generated

1. Power Distance Medium
2. Individualism High
3. Masculinity High

I believe that some of the dimensions on this diagram is not the exact representation of me. The Power Distance is higher for me because I trust and respect everyone who I am working with and I always about to keep a safe distance and hold the needed formalities to work with someone. Individualism is one hundred percent correct because when I am working with other people, I like to give those tasks to everyone witch they are good at therefore spending less on the tasks and speeding up the process. I also think masculinity is well estimated because I feel like I do not care about others personal life as soon as the work is done, and we succeed.

2.3.5 Conclusion

Since most of group does not feel like it represents their respective country, we found it hard to include it in our cooperation. We tried to understand why we are not the same as the majority of our country based on the Hofstede dimensions and it came into use only when we were on the topic of talking about the writing of the Process Report and how we all fit into a similar category.

# Project Initiation

In this part of the Process Report, we will reflect on the first meeting we had with the VIA Representative and present an overview of how the meeting went, as well as what we learned from it.

On 18.09 all the classes of first semester were gathered in a common room, where a VIA Coordinator had a problem statement planned, where each of us was tasked with keeping notes and questions for later. She explained to us what the exam planning schedule in VIA consisted of, which was an Excel spreadsheet made by the secretaries in charge of the exam planning. She laid out the task to us, that a new system was to be made and presented as a Semester Project, followed by a lot of information, details and notetaking. After the presentation was done, a Q&A sort of session followed, which was us asking the Coordinator additional information we may need. In the following hours we worked in the so-called “PD” Groups, where we were tasked with making the Project Description of the Exam Planning System. These groups consisted of randomly chosen tables of 5 to 6 people, in which we worked on not just the Project Description, but also the SDJ and SSE courses. The task at hand was at a medium difficulty, because we were tasked with making a background description beforehand, thus helping greatly with our overall knowledge of making such document. After a week we were to also make a presentation with only the important information from the project description and present it to the Coordinator and our SDJ teacher, where we would then get reviewed by a partner PD group and the “examiners”.

When the presentation was over, we were tasked with creating our SEP group and the first members were Eva, Miladin and Sabina. The initiator of the forming of the group was Miladin, who invited both Sabina and Eva to be in a group with him. We then needed a third person and the very last day Sabina asked Marton to be in a group with us, because she was the one, who suggested we should invite him.

This project initiation was a very helpful, introducing step to our overall skills in making documentation, which we think is one, if not the most, important thing in a project. We made a lot of mistakes, but they were all in the process of learning.

In conclusion, the project initiation was a very important step in the introduction of people, who have never worked on a project of this scale and without it, we probably would not have been able to manage our time and learn as much as we know now.

# Project Description

In this part of our paper, we will include our reflections as a group on the Project Description, that we did before the project weeks started. We have answered three different questions to help understand us better formulate and present our statements.

1. How did you define the problem?

The team was presented with a problem by the customer, which was that there was no program or system to book exams (oral and written), dates, rooms and examiners. The secretary was using only an excel sheet trying to fit everything together with no errors, which of course, caused problems, such as human errors, overlapping and confusion. We defined it by laying out all the facts we received from the VIA Coordinator and together reached a conclusion that a new system was needed to be made.

1. Did you set up a realistic goal?

The goal was to create a simple but effective program, which can book an exam with no errors and save the information immediately, also with the possibility to edit and/or remove. We decided to make a GUI that is simple to use and easy to understand, make a visual User Guide with steps and explanations for everything and therefore, we think that our goal was very much realistic and not that hard to implement with the skills we had to that moment.

1. What did you want to achieve?

The team wanted to achieve a perfectly working software that will help the customer solve current problems. Having a minimalistic program, which is easy to use was the main target, which was successfully achieved.

# Project Execution

In the Project Execution part of the paper, we will talk about the methods we used in the Project, making the results we expected and the results we got at the end.

## Methods

* **Waterfall method** – From the start, we were required to use a method, which consists of taking a sequential way of developing our system and reports. After we are done with the first task, we continue on to the next and, like a waterfall, only go forward without changing the finished tasks. To be fully honest, we tried following the method in the start of the Project, but at the end we needed to make changes everywhere as we got closer to finishing. These said changes can be observed in our Log book, where we kept track of what we started and what we finished on each meeting we had.
* **GitHub** – For a Version Control System we used GitHub, as it allows us to keep track of our changes without the need to use the same computer for the same documents and files. We found the system to be very helpful in having the same files on every computer, but had problems in the start with how to use the Pushing and Pulling tools, so we needed either help or an extension system to do it for us.
* **GitKraken** – GitKraken is the extension system to GitHub, that we used to help us keep track of the changes we made in files and to see if someone else has made other changes. It was easy to use, helpful and without it, we probably wouldn’t have been able to work from different computers on the same files.
* **Facebook Messenger** – Messenger was our primary communication system, which helped us schedule meetings and work from home.
* **Notepad** – We used Notepad to keep track of the meetings we held, their duration, what we resolved and how.
* **E-Stimate Profile** – It provided us a great analysis on getting to know each other better, thus helping with conflict resolvement and group roles distribution.
* **Hofstede’s Dimensions** – Helped us with getting to know our culture, why we act the way we do and helped with better cooperation.

## Project Results

Going into the Project, we had a much different view of how it was going to look. Due to our knowledge, we had to cut down some ideas, in order to fit the skills we so far learned, thus making the system much more simple than we wanted it to be. We had little to no conflicts, due to us always trying to be understanding towards the others and we generally talked about every problem we had, whether it be Project-wise or personal. Sometimes, our meetings were held back by our inability to work with, for example, our Version Control System, which we spent a day on trying to figure out how to use, but most of the time, we were meeting almost every convenient day for all of us, and if we didn’t we worked from home or in pairs.

In general, the project execution went through a hard patch at the end, because of problems we had not foreseen coming. In the beginning we were laid-back and confident in our skills, but as we progressed, the problems grew bigger and bigger. We tried following a “day of tasks”, where we would give ourselves tasks and try and finish them by the end of the day, but due to this being our first Project, we tried starting with documents or diagrams, that were meant to be started at the almost end of the Project Weeks, thus making ourselves do more and more changes as the days progressed until the deadline.

In the Analysis Phase, we were handling the tasks and deadlines almost perfectly. We worked together and everything was done in less than a day. Our requirements were finished fast, the Use Case Diagrams and Descriptions needed some changes, but it was easy for us to change everything the same day it had been made. Everything was going by plan and there were no major problems occurring during the first phase.

In the Design Phase, we brainstormed our ideas, presented them and approved them. We were moving forward fairly quickly and managed to do all the Diagrams needed to start the Graphic User Interface of our system. This is when we made the mistake of accepting the request of a group member to make the GUI by himself/herself. It was too much work for one person and this is from where the delays arose and we got held back with connecting the code of the system with the Interface.

In the Implementation Phase we were met with holding back work to wait for other work to be finished, we started wondering of what other work we can do while waiting, we started writing documentation and it was all a giant mess of no one knowing what to do. This phase was one of the most important in a Project and we barely managed to finish everything in time.

The Project Report was taking a lot of time to finish, due to the System being done at the very end of the Project Weeks, thus causing anxiety and stress on every member. The Process Report on the other hand was made in less than two days by two people working together to give the other two tasks and making sure they answer the questions we needed to write the document.

In general, for all of us this was a learning experience of knowing how to divide group work, how to combine efforts and how to motivate each other to keep working. We consider that the Project Execution was a very exhausting, stressful and learning experience for all of us and it was needed in order to make us learn and see how to work as a team, resolve conflicts, make priorities and most of all, how to be a software engineer.

# Personal Reflections

In this part of the paper we will include each member’s personal reflections on our group work, cooperation and personal experiences with the group and the project.

## Eva Nikolaeva

In the event of the Project Weeks where we were tasked with finishing our system at question, I felt to be the “team leader” of our group on the basis of me being responsible for giving out small tasks and deadlines to the other members. At the start of it, I was feeling pressured to know what was going on in every step of the way, but it also made me feel anxious for making deadlines and starting with tasks on time. This being my first project ever of this scale, I felt I did a decent job of accomplishing the tasks I gave myself every day and of trying to manage a project, but I felt like I could have done a much better job, if I knew what was ahead of me. Even though not entirely satisfied with my work, I still learned a lot and noted everything I learned throughout the weeks.

I was also motivated during each meeting we had, because of the environment and did not feel stressed with the help of my group.

In regards to the development of the Project, I feel like it could have gone way smoother than it did, but this also helped me learn much more important lessons, like knowing what was expected of you to do and how to do it. Following the requirements given by your supervisors was the most important thing, right after it being the right distribution of workload.

With this in mind, I go into the next semester project in mind, that if I follow the directions given to me by teachers and supervisors and if I correctly decide my tasks, I will certainly be more pleased with myself and the work I have done.

## Miladin Asenov

The contract we made was very simple to follow, but it turned out some things did not go as planned. I missed couple of meetings, because of personal problems, and I fell behind a bit, but the team was there for me, and got me all caught up in the project, and everything that was given to me to do, was done. In the contract it stated “Inform others, if you are going to be late and/or not show up. Otherwise, bring sweets. If you miss three meetings on purpose, you are getting a warning and/or kicked out. “Thankfully I was late, only twice, and did not had to spend too much money on sweets, otherwise everything else was lived up to. I felt no pressure in the beginning, thinking we have enough time, but the last five days I felt the pressure of getting work done, and panicked a lot, but when I calmed down and started doing my parts done, I felt accomplished. I felt responsible as equal as my teammates to get things done, even though sometimes I struggled to keep up, I managed to hold my part and come through. Documentation part was a big deal to be done, coding part took some downfalls when we faced problems, but at the end all was figured out in one way or another. Each member contributed equally, maybe myself did not show the full potential that I have, but I am proud of what I did. We worked great together, and we worked good as individuals, maybe a bit more communication was needed between group members, but as four people who are not used to working in a group, I think we did a pretty good job. Next group contract should be more specific, and have a meeting plan that is more detailed, and group members should make the schedule depending on when all members have free time. We were motivated to work and get the project done as fast as possible, but also to be done correctly. All of us started this project with the thought of success. We all come from different cultural backgrounds, with strengths and weaknesses, and we tried to complete one another and help each other. For the next group work, I would like to participate more, be more active in group conversations, and show more of what I can and can’t do. I feel like I did not perform good enough and not gave enough effort., which is a thing I plan to fix in future group work. Problem formulation and project description helped a lot to understand the meaning to work in a group, and how to solve every problem facing the group as a team.

## Marton Pentek

I think we had our contract written very late and we also missed out on some parts witch we should have included. Our work at the beginning only happened on the meetings which seemed fine back then, but we should have started to work on our own by dividing the tasks earlier. At the beginning in the group formation phase we had some problems with communication therefore we had a supervisor meeting, which I am glad we had, to resolve our problems about each other and maybe ourselves. After we had our group contract, we were able to work on the project regularly. I think we had enough meetings before the project week. I think for the meeting everyone should be on time and ready to work or should be prepared for the meeting but some of us were always late sometimes 15 mins or more. We never really planed out what we will do or discuss on that exam we were scheduled. Also, most of the time we were dividing the task like “who wants what?” and we have not taken into consideration our strength and weaknesses. Therefore, to be honest, we have not contributed the same amount to this project. I think we just did everything on purpose and tried to do our best. In the future I would like to work more organized and structured with my team to be able to keep track of all the things we done and who did what. I am not as happy as I wanted to be with this project. I learned a lot from this, and I will do it the right way next semester.

# Supervision

In this part of the paper, we will include a “log book” of every meeting we have had with supervisors, what we went over in the meetings and a conclusion of how it went.

**Supervisor meeting 18.11 – Mona Wendel Andersen**

**Duration:** 30 minutes

**Start:** 12:30

**What we wanted to know:** How to schedule meetings comfortable for everyone, How to cooperate in a group

**What we learned:** Everything from what we wanted to know and: How to make a group contract, how to do the evaluation of each member of our group, how to communicate with each other

**Conclusion:** We needed to work on group cooperation and understanding

**Supervisor meeting 13.12 – Steffen Vissing Andersen**

**Duration:** 40 minutes

**Start:** 9:40

**What we wanted to know:** How to make the sequence diagram, Can we use Gson as a parser, What we need the Preface in the Process Report for, If we need a Student Class in the system, If we needed to use the information from the text files in the website

**What we learned:** Everything from what we wanted to know and: Insight to the structure of the SEP, how to write the Introduction to the Project Report, how to implement the class diagram in the Design segment of the Project Report, code snippets in the Project Report

**Conclusion:** Overall we are working slow, but steady. We have done a good job so far.

**Supervisor meeting 18.12 – Steffen Vissing Andersen**

**Duration:** 20 minutes

**Start:** 11:00

**What we wanted to know:** Structure ofthe Project and comments on the work we had done so far.

**What we learned:** What we wanted to know

**Conclusion:** We needed to work faster, in order to meet deadlines and get a better review the next day.

**Supervisor meeting 19.12 – Steffen Vissing Andersen**

**Duration:** 20 minutes

**Start:** 10:50

**What we wanted to know:** Comments on the finished system, JUnit testing, Design Phase of Project Report

**What we learned:** What we wanted to know

**Conclusion:** We will receive feedback at the exam.

# Conclusions

At the end of our project we agreed upon a few topics that we all think are important lessons from our first Project not only as a group, but in general as well. These lessons are all connected to our group work, supervisor meetings, first semester knowledge and motivation.

1. **Always follow requirements given by supervisors and teachers** – During the Project Weeks we started acknowledging the importance of the requirements we made during the Analysis Phase, which we neglected before. We then had to stop following the Waterfall method and either go back and change them or remake a big chunk of our progress in the Diagrams and Reports. This situation helped us learn the importance of knowing what you want and following it through the end.
2. **Divide workload equally!** – Even though we had good communication most of the time and had almost no conflicts, we still had problems with how we distributed our work and suffered greatly because of this, which on the other was one of our biggest learning tools for this Project.
3. **Don’t underestimate your time!** – This came as a turning point during the end of the Project Weeks for us, when we had to finish everything in less than 24 hours, because of the delays we had with the system. Our conclusion at the end was that we needed to start with the Design Phase earlier than we predicted we should.

Overall, we came to the conclusion, that the first semester project is a great learning tool no matter your skills, strengths and knowledge. The project can be whatever your journey through the project weeks was and there isn’t just one lesson you can learn from it, but multiple from which you choose what you will acknowledge as being beneficial to improving yourself.

Appendices