1-7-2018

Winter slowly rolling in as I have completed the agents demands. I can now return to Beecher's Hope and live a quiet life on the family with the family.... wait, wrong journal.

1-8-2018

I started thinking about what my vision statement could be. No real ideas yet. Must think about a problem that I have and solve it. Solving problems that you have tend to lead to problems more people have.

1-10-2018

Found the idea as it popped into my head. A self-directed, curated learning website that will use a web crawler to find the best quality resources for a learner of any topic at any stage in their process. This will be very applicable to what I want to learn and hit multiple areas at the same time. Taking 344 this quarter as well and there is a Python project. If we could learn how to implement a web crawler, there should already be a Python library, so this helps hit two birds with one stone - in addition to a very cool idea/solution to a problem.

This website will be of use to intermediate learners as their resources tend to be lacking (few and far between.)

If we can populate quality resources for all people at any skill level, we can make the learning process more efficient, easier, and get rid of unnecessary wasting of time evaluating and finding resources/materials.

Need to find some resources to back up this problem, as well as find some on self-directed learning.

1-13-2018

Found a couple resources to back up my original problem. The resources on finding this problem seem to be lacking. I don't think this problem is addressed enough for any topic, in any manner. This seems to be very cool and could be a space that needs to be filled. Doubt there is much money in it, but seems like something that could use a solution.

On the other hand, maybe this isn't a problem. Is it that people quit and never get past this stage. Do they chalk this up to being "hard" and give up? Are the ones that get to "expert" simply the ones that continue without motivation?

Forgot and found some of my resources from my old language learning days. Stephen Krashen [professor emeritus at USC in linguistics] will make excellent reference material when discussing

comprehensible input, materials, and self-directed learning. His original book from 1981~1985 is published as a pdf from his website.

Found additional resources on self-directed learning, online learning, research papers on related topics, etc... Need to read through and evaluate the resources before adding to and submitting the final paper.

1-17-2018

Today we were assigned groups and our visions. Reading my group members describing the application in Google Hangouts has given me multiple concerns. They have no knowledge about the topic, thus don't have a grasp on the ramifications of such an application. Once I explained some about the topic and we all interpreted the project, the concerns came more to the forefront. I'll reserve judgement until reading the project in full.

1-19-2018

Read the project in full. I do not want to implement any of this project. The creator's heart is the right place, but this application has some serious ramifications. If my software company was contacted to work on the project as a consultant, I would have refused the business.

When reviewing, we have several concerns:

1) Magical data input. Data/Intelligence from the agencies mentioned would be impossible to gather. We would not have security clearance to collect this data. The only thing we could do is scrape the web for past IED locations - which would be guesses on location as most mention the city or region.

2) Having any device or application like this available to civilians would make any one carrying one a target. They could be injured or killed due to militias or other unbecoming organizations looking to get their hands on such a device.

3) If they were to get a device, this heat map would tell them not only where they have placed their IEDs in the past, but also allow them to place IEDs strategically to avoid the heat map's current mappings.

There are programs that are bad and ones that shouldn't be made. This falls into the shouldn't be made, with the exception being if this was strictly for classified military or government personnel.

1-20-2018

This is not a big data/dummy data input problem. This is a problem of an application being built that only requires real data to be input to some terrible things...

1-22-2018

Apparently, we aren't implementing this project. I read the assignments and we still design the architecture in some form and the later home assignments say we do some implementation, as well as integration testing. At this point, I'm confused on what is expected from this project. Speaking with the developers I work with, they say this is busy work and completely overblown. They said it would be better to take 30 mins and understand scrum/agile. I hope they are wrong, the course is useful, and I am able to see the larger picture the professor is aiming for. Need to open my mind a little more to gain that wide perspective.

We chose to go with the Pet Lost/Found project. We wanted something a little more practical, yet flexible to add some scope to. We discussed some ideas with the customer and increased the scope significantly. I proposed ideas such as logins for users, maps with pins to mark locations for lost/found pts, API integration for social media, web scraping for details regarding lost pets, and more. These were large hits and the group loved the idea to plan something we could develop, but certainly not develop in the course time frame. It is just small enough to be a practical application, but large enough in scope and topics we haven't learned to cause a considerable time investment beyond that which a term consists.

1-24-2018

We have met with the group on Monday to get our footing. Now, on Wednesday, we almost finished the requirements definition section and completed a substantial portion of the requirements specification. At first, I was hesitant of the group members being able to contribute and wanting to achieve a high grade in the course, but they have been available and put in their fair share. Seems like this group is going to be good.

We also had volunteers for each section of the assignment that we still needed to complete (the use cases, UML diagram, and one other (don't remember off the top of my head.)   We drilled down a little more on some concrete things we wanted to do and let everyone do their work.

1-26-2018

Today, we met to get an idea where everyone stands. Everyone added their piece to the shared document and we reviewed the items. I am so glad we decided to have the meeting. We had three different diagram formats for our use cases, so we chose one, and converted each diagram to that format. We felt it should be coherent and the same. Otherwise, it would appear very hodge podge and look like it was slapped together.

I fell into somewhat of a leader/guidance role having some experience working as a developer and being the leader in producing ideas for increasing the scope of the project. Since we have six people, our work is spread a little thinner, so I've been reviewing other's work, making additions and edits on others work, and building the structure of our report for homework one. We seem to really be coming together as a group. This is only the second time in the program I've experience something like this. We can meet for an hour, everyone knows what needs to get done, it gets done/mostly done [with excellent quality], then we meet to see the results. This cycle continues until we reach our finished product. So

far, I'm rather impressed by the dedication and quality of the group. I may have lucked out in being placed in this group. This course should be better due to the group we have.

Since I finished up my operating systems bash assignment, I should be able to make homework one look great, then we review it before turning it in on Saturday or Sunday. I might be able to invest some time working on the vision statement of my own. Surprisingly, I can't wait to return to working on it. It combines some of my favorite things [learning, software development, skill acquisition] and I can include some of the works by Stephen Krashen on skill/language acquisition via comprehensible input. This might be fun to write.

1-28-2018

I reviewed everything in the entire document, reformatted it, and produced a clean version. We ended up with 14 and a half pages. I didn't expect that, but we put a lot of effort into this homework.

One thing that still trips me up is the difference between requirements definition functional, non-functional, and requirements specification functional and non-functional. Haven't to place something in one of four categories can be a little odd, especially when many can be interpreted many ways. Another thing I noticed with this is when the customer doesn't give exact details on their numbers. This leads to some guess work, then asking for the customer approval. Right now, I'd like the client to be a little more involved than they currently are. Rather than providing quality input, they are mostly approving things. Would like to see more from them and I plan to get them more engaged in coming weeks.

The one thing I have appreciated so far is working with a group remotely. There are downsides to this such as working with people you don't know (most of the people didn't know each other.) When you join a group at a new job, most people already know each other and are comfortable with one another. This is in stark contrast of what it tries to simulate. Maybe letting students choose their own group would be better. With that said, I do like working remotely. If I was able to work remotely, but live near my friends and family, I could probably work remotely the whole time. However, if it was 100% remote work, but not living near friends and family, this would probably be difficult. Working remotely about half the time would be better, in that case. Face to face contact is good, even for us introverts.

The last thing in this journal A is this thought: I'm having trouble determining the level of importance with each topic in this course. There are red, blue, purple, and yellow start slides, but no where does it indicate which have priority. Some slides are generic, some are more in depth (which is a given), but it is still difficult to tell how far we need to drill down on these. I need to take a step back and think about the over arching concepts to see what the goals are here.