Unit 2 Reflection

Description

This was the second unit of the Software Engineering Project Management module. The goals of this unit were to learn why projects fail and how to gather requirements using the Gherkin tool. During this unit there was a seminar and we were encouraged to respond to the previous collaborative discussion posts from our peers.

Feelings

Previously I had limited knowledge of Gherkin as I had only heard of it in relation to cucumber testing. The seminar preparation activity was good practise as it forced me to think about the functional and non-relational requirements for using a coffee machine. It also made me considered how the requirements will differ depending on who the user is.

I don't see much value in the collaborative discussions when you have so few people taking the course as you don't get feedback from a wide variety of people with different experiences and different backgrounds resulting in a lot of the posts being relativity similar.

I didn't receive the lecture slides early for the lecture in this unit which I am supposed to receive as part of my reasonable adjustment plan even though I emailed the disability support officer in regard to this.

Evaluation

This unit emphasised to me the importance that should be placed on requirements gathering previously I had not considered cost of having vague requirements and the effect it can have on the project so I didn't see how much value was added by having clear and concise requirements as from my limited experience I have never worked on a project that was poorly designed.

Analysis

This unit provided me with a new outlook on the importance of requirements gathering as while I knew it was beneficial I thought the value was limited as it would be more important to have a working prototype so you can get feedback quicker.

Conclusion

This unit provided me with a background into why projects fail and why you should gather requirements at the very start of the project.

Action plan

When planning a project, I will spend a significant amount of time gathering project requirements to ensure that everyone involved knows what we are aiming to achieve.

References

Gibbs, G. (1998) Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.