

Teaching Architecture Metamodel-First



George Fairbanks

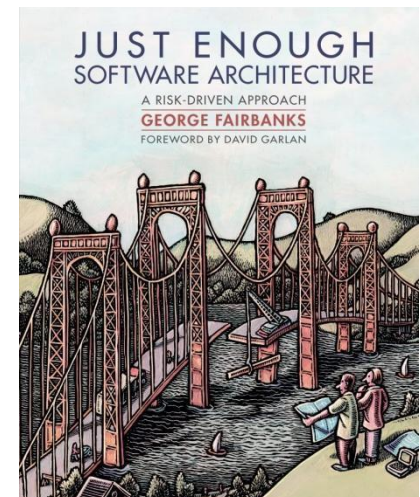
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Rhino Research

Software Architecture Consulting and Training

<http://RhinoResearch.com>



Introduction



About me

- I've been teaching OOAD, design, and architecture since the late 90's
- I wrote a book on architecture
- Still find teaching architecture very difficult

This talk

- This talk describes an approach that's new to me

My OOAD experience

- Looking for ideal sequence of topics
- Linearizing a web is hard
- Became pretty good at teaching OOAD
 - Many courses, teachers
 - Programming in the small (PITS)
- Teaching architecture is different, harder
 - Few courses, teachers
 - PITL

What's in this for you?



For teachers

- Teach-the-teacher
- Generalize its pedagogical strategies
- Enough detail here to recreate my course

For newcomers to architecture

- The actual lessons + book references
- Commiseration and a peek behind the curtain
 - Yeah, we're struggling to teach this topic



Talk summary



Obstacles

- Low motivation
- Abstract ideas
- Big investment before big payoff
- Wrong details
- PITS vs PITL

Pedagogical strategies

- Fail fast
- Make tangible
- Teach small, common task
- Teach metamodel-first
- Heavy on exercises

Learning points

- Q1M2:
Question first, model second
- Specific/general tradeoff
- Choose one:
Module, runtime, xor allocation
- No: One diagram to rule them all
- Avoid: "Block diagram"
- Include a full legend
- Eliminate unneeded details
- No: Non-semantic cruft
- No: Naming on technology
- No: Arrowheads (mostly)





Teaching Architecture is Hard

Obstacle: Low motivation



Obstacle: Low motivation

- Developers are not highly motivated to learn architecture
- Cup already full: Developers think they know it already
- Many **other short-term payoff** options (e.g. learn new language)
- **Twitter generation**: Can't learn calculus by hanging out with math folks



Strategy: Fail fast



Obstacle: Low motivation

- Developers are not highly motivated to learn architecture
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Strategy: Fail fast

- Headline writing story
- Failure 1: Show that **their diagrams stink**.
- Failure 2: **Focus on problem**, not diagram, even in course.

Obstacle: Abstract ideas



Obstacle: Abstract ideas

- Architecture concepts are largely **intangible, abstract**
- Some seek abstractions, **some seek concrete expression**



Strategy: Make the abstract tangible



Obstacle: Abstract ideas

- Architecture concepts are largely intangible, abstract
- Some seek abstractions, some seek concrete expression

Strategy: Make the abstract tangible

- Course scope
 - **Teach diagramming**, not analysis.
- Course sequence
 - Heavy on **exercises**
 - **Concrete/Abstract/Concrete** progression

Obstacle: Big investment before big payoff



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- Architecture ideas form a **complex web**
- Must **internalize** the ideas before applying them
- Generally takes **years to master**



Strategy: Teach a small, common task



Obstacle: Big investment before big payoff

- Architecture ideas form a complex web
- Must internalize the ideas before applying them
- Generally takes years to master

Strategy: Teach a small, common task

- Diagrams topic is tiny compared to architecture
- Alternative: Teach from failure examples, e.g. comp.RISKS

Obstacle: Wrong details



Obstacle: Wrong details

- Novices **mix abstraction levels**
- Novices **omit critical details**
- Example of drawing dog

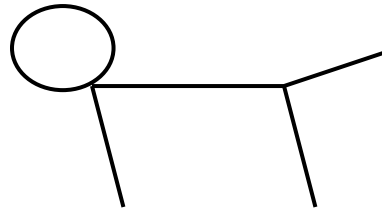


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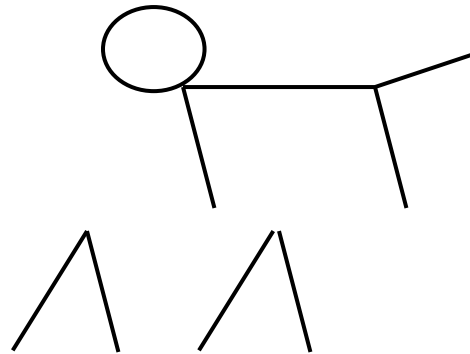


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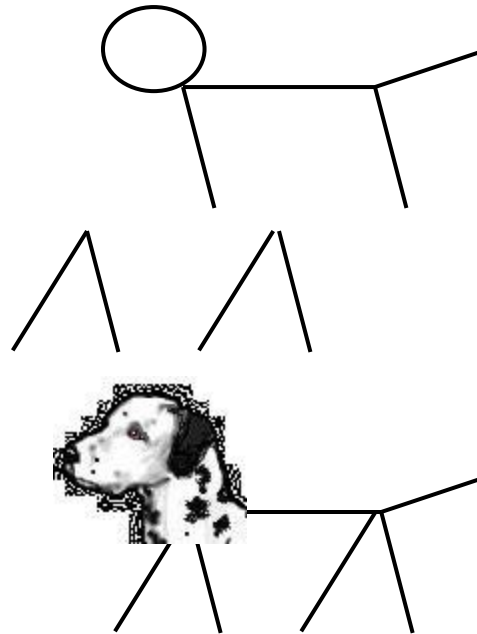


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Strategy: Teach metamodel-first

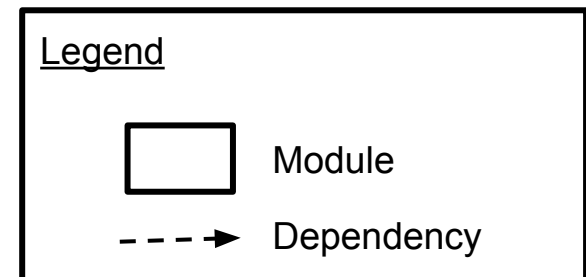
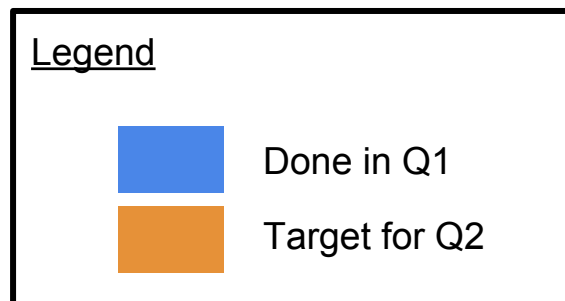


Obstacle: Wrong details

- Novices mix abstraction levels
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Strategy: Teach metamodel-first

- **Just enough theory** to succeed at concrete task
- Tantalizing glimpse of full **cognitive model**



Obstacle: PITS vs. PITL



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- PITS, PITL = Programming in the Small, Large
- **PITS**: Small examples fit into course neatly
- **PITL**: Architecture examples, not so neatly



Strategy: Lots of exercise time



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- PITS, PITL = Programming in the Small, Large
- PITS: Small examples fit into course neatly
- PITL: Architecture examples, not so neatly

Strategy: Lots of exercise time

- Spend 60%+ of time on **exercises**
- General pedagogy: **I do, we do, you do**
 - Group exercise; I do exercise with class; they repeat

Summary of obstacles and strategies



- Low motivation → **Fail fast**
- Abstract ideas → **Make tangible**
- Big investment before payoff → **Teach small, common task**
- Wrong details → **Teach metamodel (ie legend) first**
- PITS vs PITL → **Lots of exercise time**





Course Outline



Better Software Diagrams Course

Part 1: Student exercise (fail fast) [30 mins]

- Hello, agenda, goals
- Work in groups of 2-3
- Explain your neighbor's diagram; I pre-fetch lecture topics

Part 2: Lecture (boring, abstract stuff) [30 mins]

- Goal: 5% think like the coach instead of the rookie
- List of topics, low conceptual model sophistication
- As a group, fix an example diagram using topics

Part 3: Student exercise (apply abstract stuff) [30 mins]

- Decide on Q1M2
- Fix original example
- Reflect on lessons, discuss

Part 1 Exercise: Build a diagram



Design a Library System

The system enables libraries to check books in/out using barcode scanner.

Challenges

- Must tolerate ~1 hour network outages
- Transactions complete within 250ms

Output

1+ diagrams, readable by other engineers, that explain how your design overcomes the challenges

Notes

- Finish in 15 mins
- Focus on clear expression, even if the design is imperfect.

Part 1 Exercise: Build a diagram



Design a Library System

The system enables users to check books in/out of a scanner.

Rarely draw more than 1 diagram, despite bold text

Output

1+ diagrams, readable by other engineers, that explain how your design overcomes the challenges

Challenges

- Must tolerate ~1 hour network outages
- Transaction complete within 250ms

Invariably draw a general diagram, hard to see how it addresses the challenges

Notes

- Finish in 15 mins
- Focus on clear expression, even if the design is imperfect.

I say this again 5 mins before end; encourage them to redraw diagram for clear expression.

Sequencing lecture topics



Q: What's the difference between the **coach** and the **rookie**?

A: **Conceptual model of architecture**

But, can't overload the students

So, teach conceptual model gradually:

1. Basic diagrams course
2. Advanced diagrams course
3. General architecture modeling course

1,2,3 in table corresponds to course number

Importance --^

(1) Q1M2: Why does this diagram exist? (1) Eliminate unnecessary details (1) Use a legend (1) SLAP	Q1M2 (more) (1) Notation semantics (1) Diagram prototypes	(1) Choose: Module, runtime, xor allocation (1) 1DTRTA (2) Choose details to include (2) Legends reveal metamodel (2) Use metamodel consistently
(2) Modeling --> Engineering (1) Specific/general tradeoff (1) Simple notation	(1) Block Diagram (2) Diagrams are Models	(3) Simplify diagram with refinement (20) Open-Closed Semantics (3) Simplify diagram with views
(1) Eye Chart, < 15 items (1) Name for intent, not tech (1) No arrowheads (1) Eye Candy		

Conceptual Model Sophistication -->



Choosing what diagrams to build

- Question first & model second (Q1M2) [JESA: Chap 6.6]
- Specific/general tradeoff [JESA: Chap 15.2.1]

What kinds of diagrams exist?

- Choose one: Module, runtime, xor allocation [JESA: Chap 9.6]
- Prototypical diagram examples [JESA: Chap 4.1]
- Avoid: One diagram to rule them all [JESA: Chap 15.2]
- Avoid: "Block (i.e., generic) diagram"

What's included and excluded?

- Include a full legend [JESA: Chap 15.4]
- Eliminate unneeded details (Q1M2) [JESA: Chap 6.6]
- Avoid: Non-semantic cruft [JESA: Chap 15.4]
- Avoid: Naming based on technology [JESA: Chap 15.1.6]
- Avoid: Arrowheads (mostly) [JESA: Chap 15.4]



Reflection

Reflection



- Overall
 - Effective in short period of time
 - Positive feedback
 - Interest in more
- Mission creep:
 - Really need to add time dimension to the “3 types of diagrams”
 - Add slides to pre-empt problem in last class
- Students quickly backslide
 - Mentoring and follow-up essential
 - But they use legends
- Poor summary: “Use a legend”
 - Compare to golden rule
 - Added this as last slide in course



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About me (George Fairbanks)



- PhD Software Engineering, Carnegie Mellon University
- Program chair: SATURN 2012; Former program committee member: WICSA, ECSA, ICSM, CompArch
- Thesis on frameworks and static analysis (Garlan & Scherlis advisors)
- Architecture and design work at big financial companies, Nortel, Time Warner, others
- Teacher of software architecture, design, OO analysis / design

E-book on Google play store
Hardback on Amazon, etc.

