

HAPPY HIPPOS

SE – Assessed Exercise – Happy Hippos

Liam Krupej – 2026288K

Julia Saari – 2207399S

Gareth Sears - 2493194S

Hugh Winchester – 2494047W

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[SE – ASSESSED EXERCISE – HAPPY HIPPOS]

Contents

| Members' Contributions | 3 |
|------------------------------------|----|
| User Stories | 4 |
| Class Diagram | |
| Sequence Diagrams Per User Story | |
| | |
| User Story Estimate vs Real Effort | |
| Screenshots of Program | |
| Retrospective | 28 |

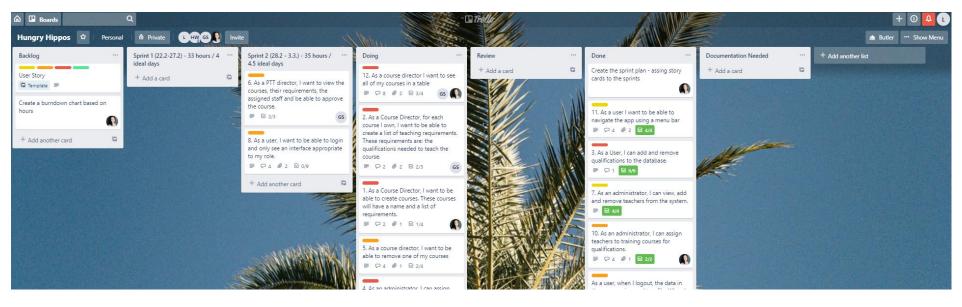
Members' Contributions

| Names | Details of Contributions | | |
|-----------------|--------------------------------------------------------------------------|--|--|
| Gareth Sears | Table Package, Database Package, Repository Setup, POM file, | | |
| | TeacherTableModel, Code Reviews, Sequence Diagrams | | |
| Hugh Winchester | Sequence Diagrams, AppMenu, AppController, AppView, HomePage, | | |
| | Logger, User (ENUM), Code Reviews | | |
| Liam Krupej | CourseTableModel, Sequence Diagrams, Report writing, User Stories , Code | | |
| | Reviews | | |
| Julia Saari | Course, Qualification, Training, Teacher, TrainingTableModel, | | |
| | QualificationTableModel, Sequence Diagrams, Code Reviews | | |

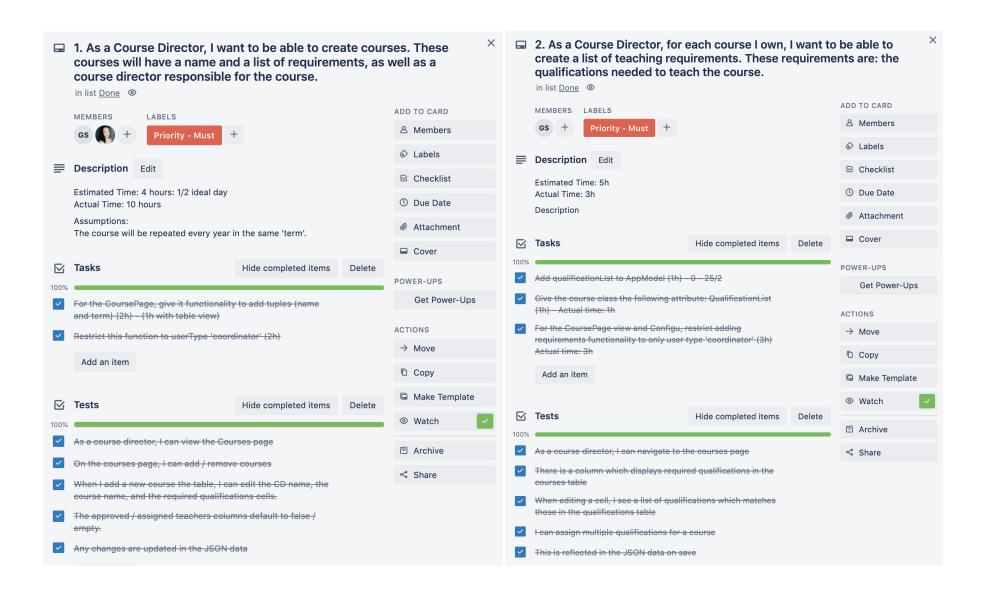
User Stories

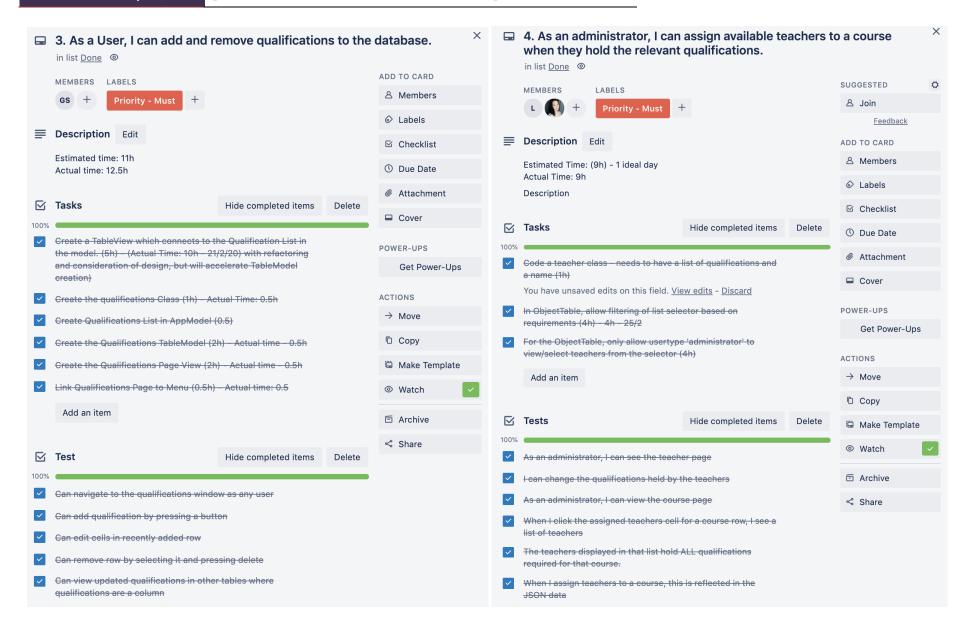
Below is an example of our Trello board towards the end of the project (displayed to show our choice of stages and how our tasks have progressed). We used seven categories to track the progress of our tasks:

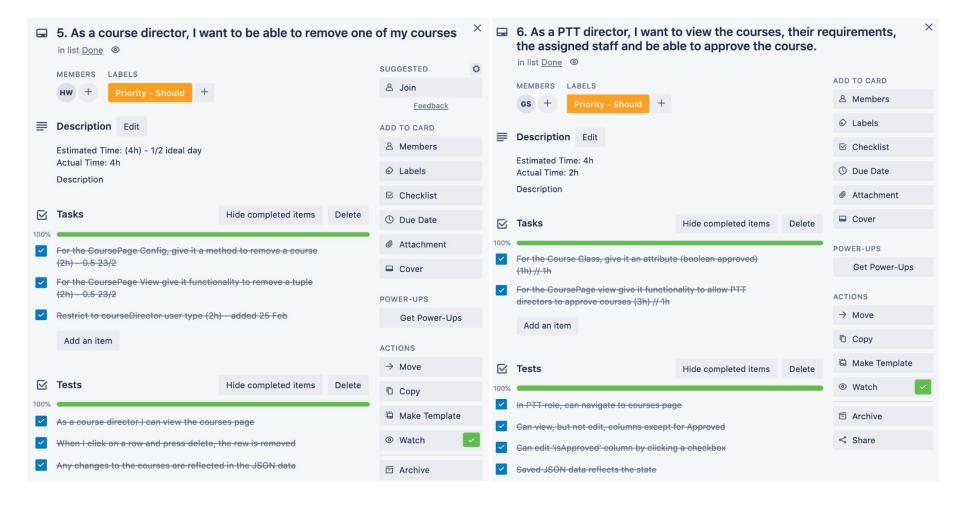
- 1. Backlog
- 2. Sprint 1
- 3. Sprint 2
- 4. Doing
- 5. Review
- 6. Done
- 7. Documentation Needed

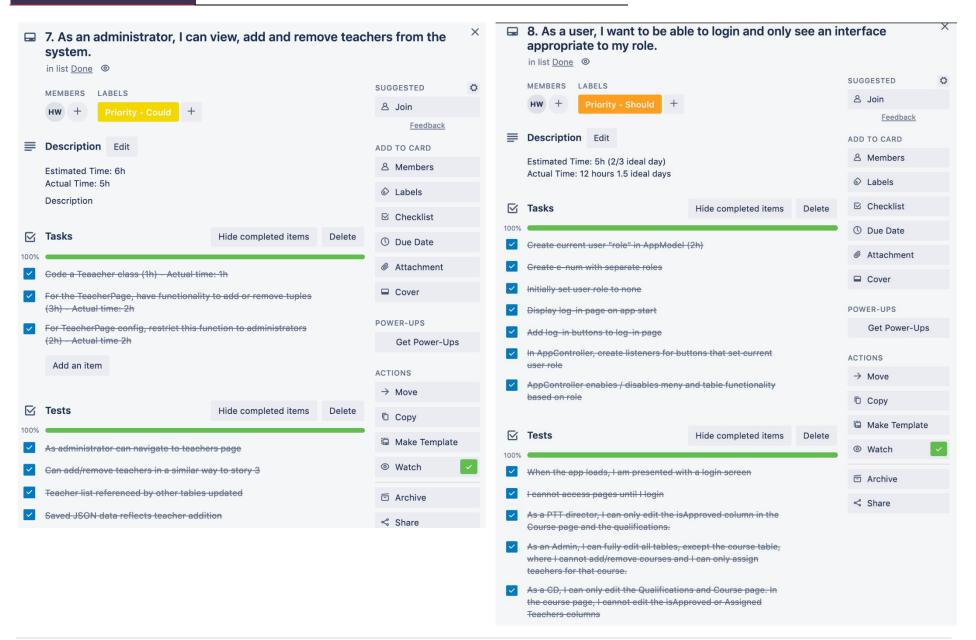


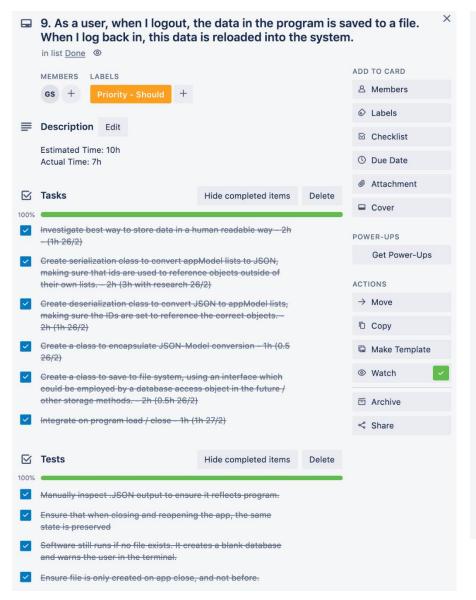
The rest of our story cards are laid out below. Each card includes a header; a priority; an estimated time; a checklist of tasks necessary to fulfil the requirements of the story; attached diagrams; a set of tests; an owner, or multiple owners; and a conversation at the bottom.

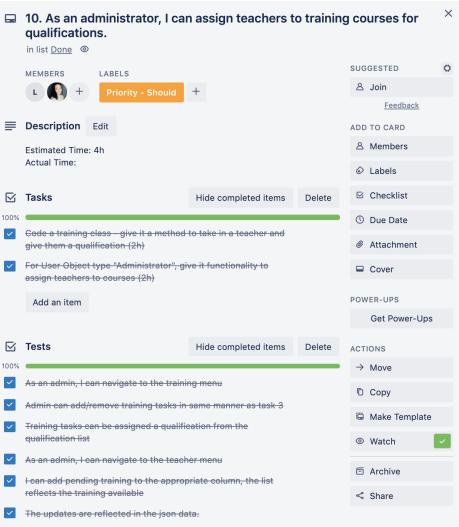


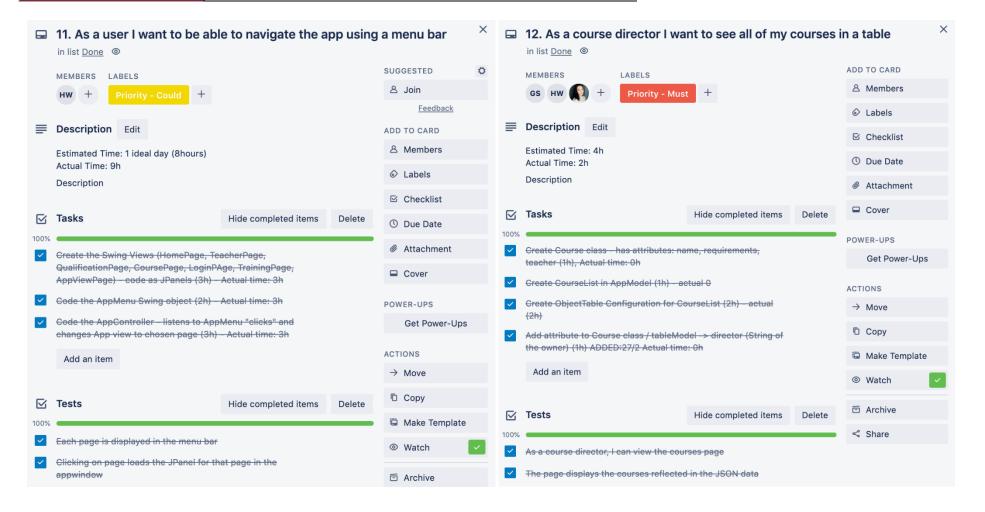






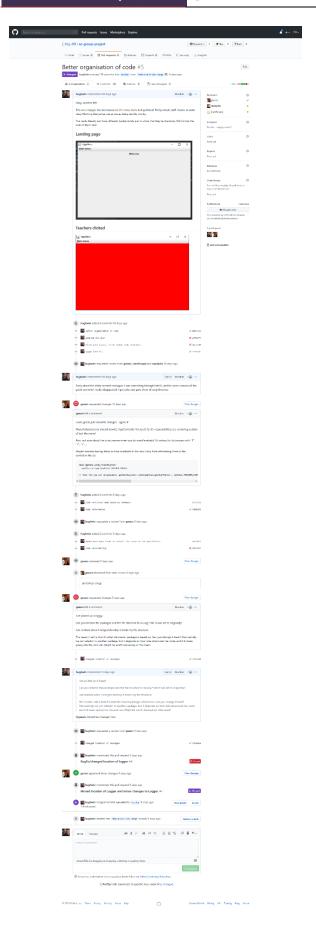




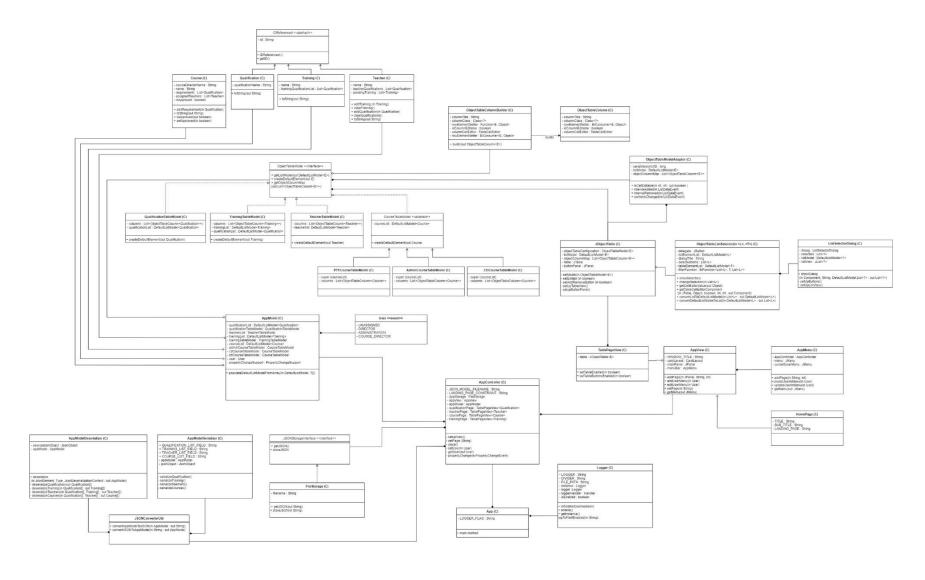


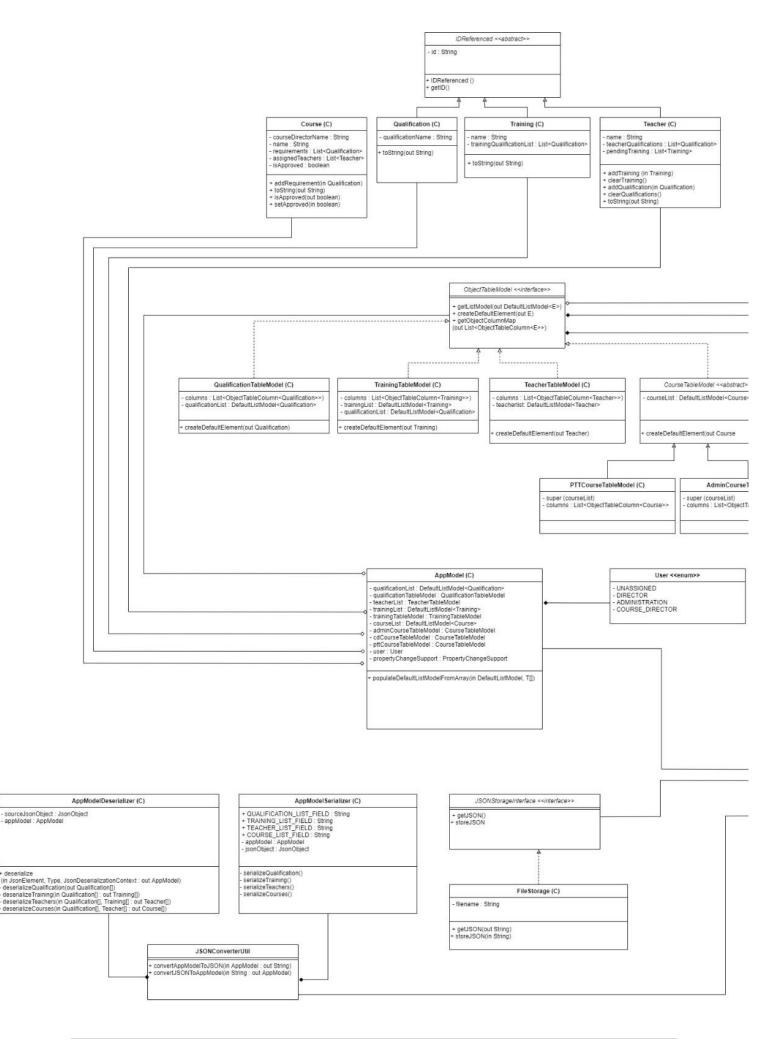
Conversations

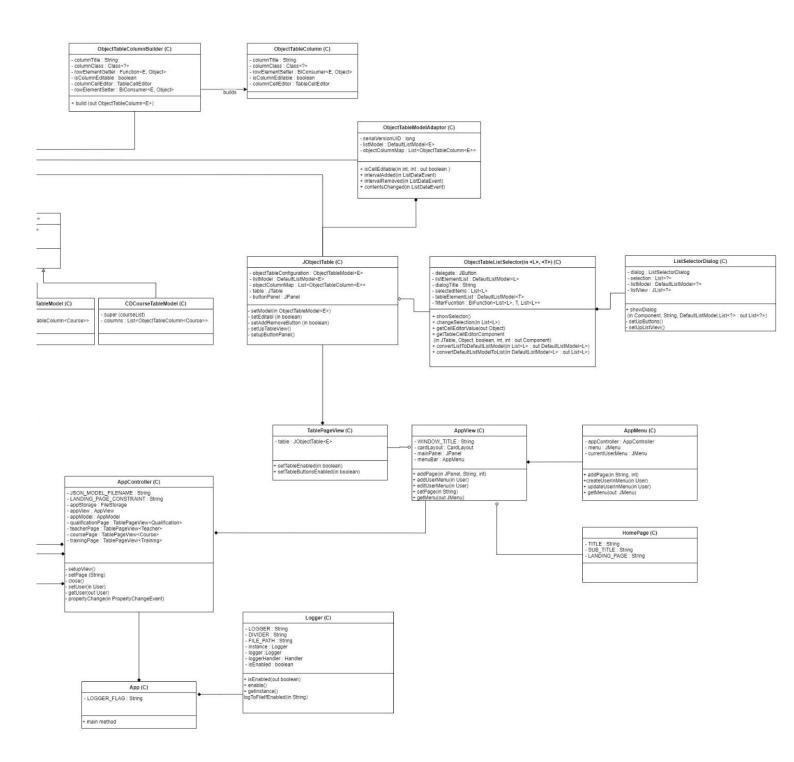
Most of our conversations weren't centralised on a single tool, and were relatively free flowing across Trello, GitHub and WhatsApp reflecting the decentralised and remote method of working we employed. As the conversation couldn't be accurately reproduced here, they have been included in full in the submitted zip file.



Class Diagram – For a higher resolution version, please view ProjectUML.png in the project source code.

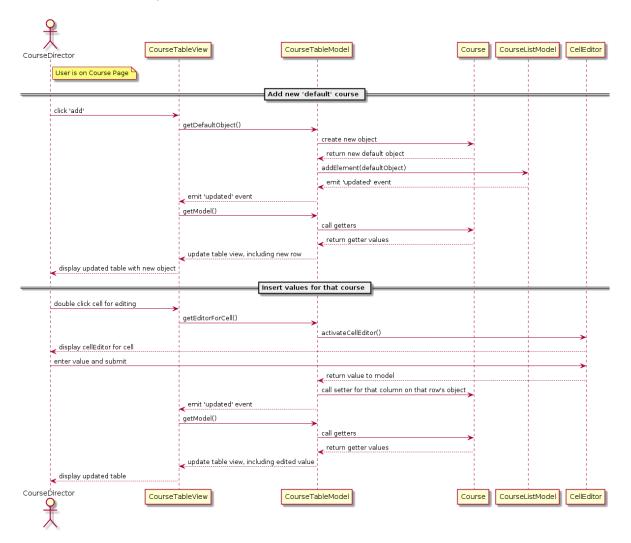




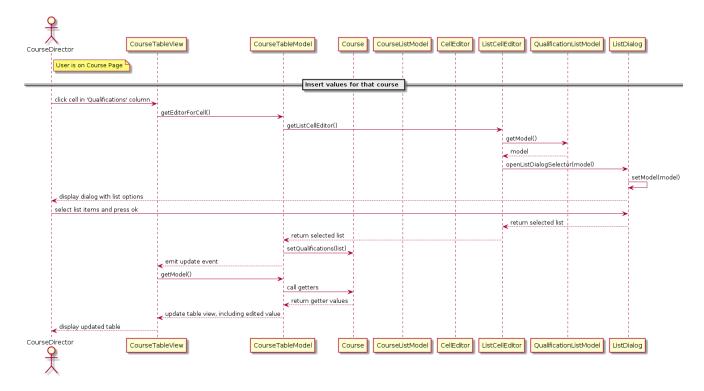


Sequence Diagrams Per User Story

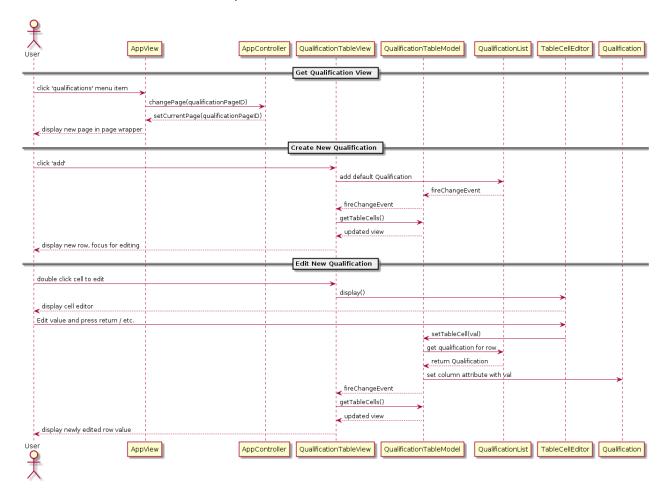
1. As a Course Director, I want to be able to create courses. These courses will have a name and a list of requirements:



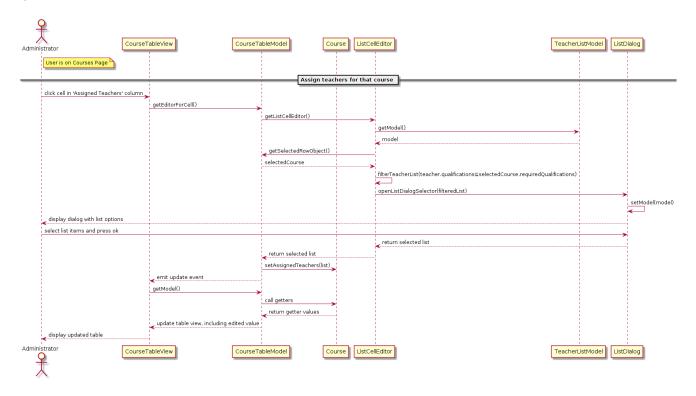
2. As a Course Director, for each course I own, I want to be able to create a list of teaching requirements. These requirements are: the qualifications needed to teach the course:



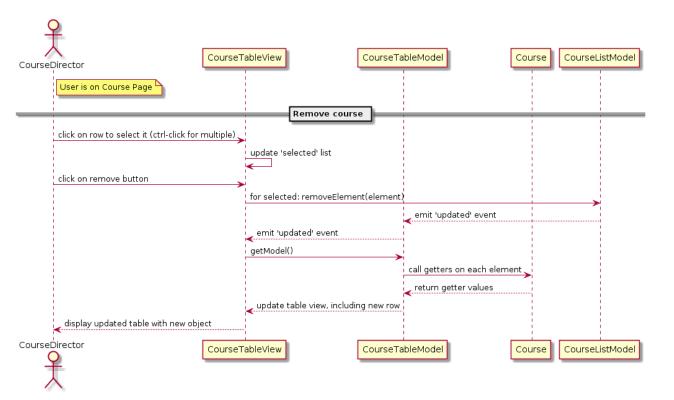
3. As a User, I can add and remove qualifications to the database.



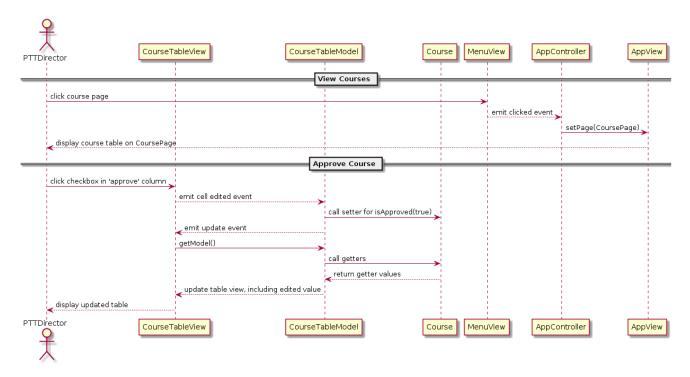
4. As an administrator, I can assign available teachers to a course when they hold the relevant qualifications.



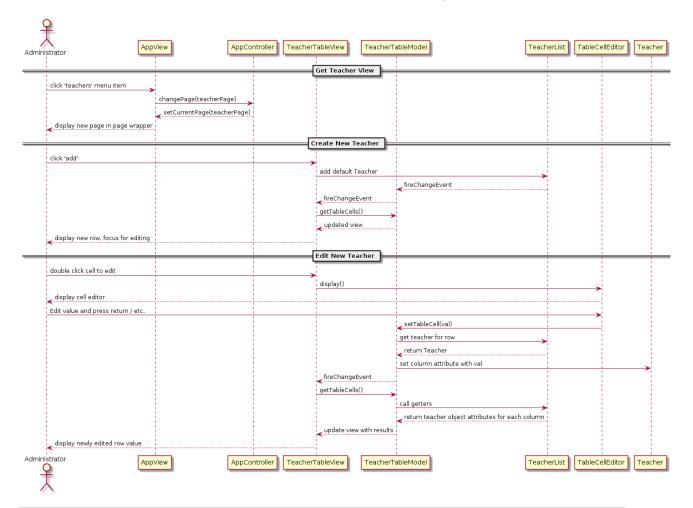
5. As a course director, I want to be able to remove one of my courses



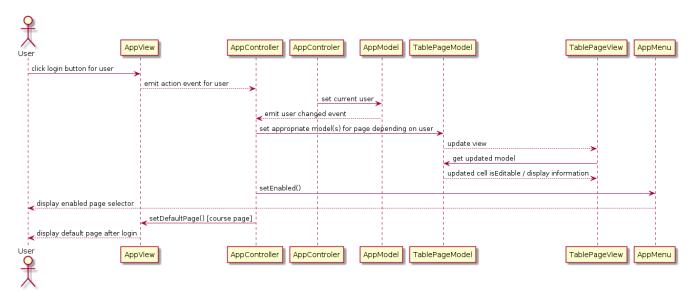
6. As a PTT director, I want to view the courses, their requirements, the assigned staff and be able to approve the course.



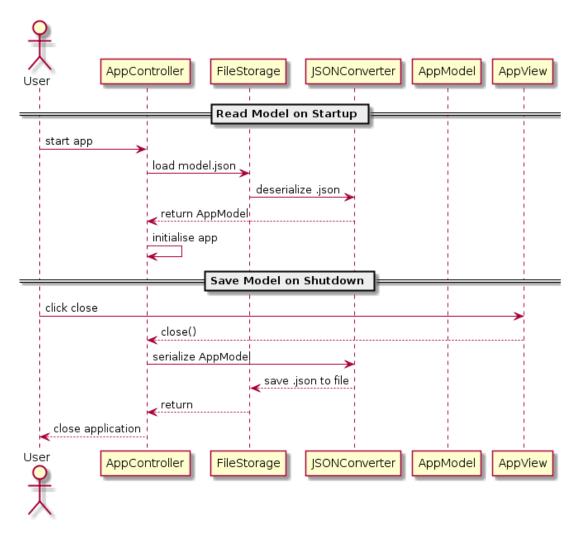
7. As an administrator, I can view, add and remove teachers from the system.



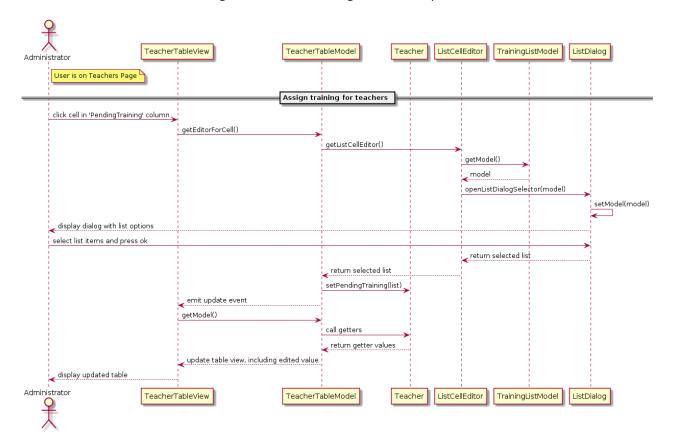
8. As a user, I want to be able to login and only see an interface appropriate to my role.



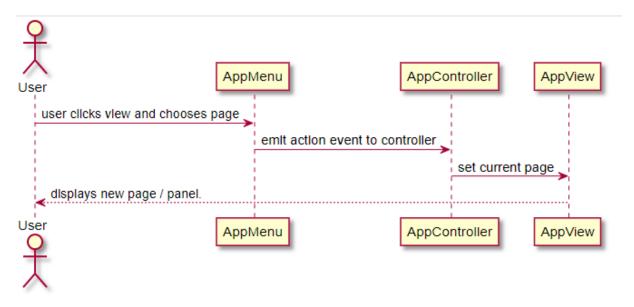
9. As a user, when I logout, the data in the program is saved to a file. When I log back in, this data is reloaded into the system.



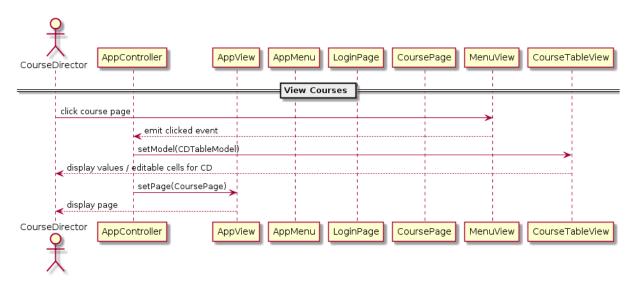
10. As an administrator, I can assign teachers to training courses for qualifications.



11. As a user I want to be able to navigate the app using a menu bar



12. As a course director I want to see all of my courses in a table



User Story Estimate vs Real Effort

| User Story | Estimated Time | Actual Time |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|
| 1. As a Course Director, I want to be able to create courses. These courses will have a name and a list of requirements. | 4 Hours | 10 Hours |
| 2. As a Course Director, for each course I own, I want to be able to create a list of teaching requirements. These requirements are: the qualifications needed to teach the course. | 5 Hours | 3 Hours |
| 3. As a User, I can add and remove qualifications to the database. | 11 Hours | 12.5 Hours |
| 4. As an administrator, I can assign available teachers to a course when they hold the relevant qualifications. | 9 Hours | 9 Hours |
| 5. As a course director, I want to be able to remove one of my courses | 4 hours | 4 Hours |
| 6. As a PTT director, I want to view the courses, their requirements, the assigned staff and be able to approve the course. | 4 Hours | 2 Hours |
| 7. As an administrator, I can view, add and remove teachers from the system. | 6 Hours | 5 Hours |
| 8. As a user, I want to be able to login and only see an interface appropriate to my role. | 5 Hours | 12 Hours |
| 9. As a user, when I logout, the data in the program is saved to a file. When I log back in, this data is reloaded into the system. | 10 Hours | 7 Hours |
| 10. As an administrator, I can assign teachers to training courses for qualifications. | 4 Hours | 3 Hours |
| 11. As a user I want to be able to navigate the app using a menu bar | 8 Hours | 9 Hours |
| 12. As a course director I want to see all of my courses in a table | 4 Hours | 2 Hours |

The time estimates vs actual time spent can also be seen on our Trello cards.

Screenshots of Program

Our full program has been submitted alongside this report for review; however, we will use this space to give a brief overview of our system's functionality. It has been implemented using Java Swing.

The program opens with a menu that allows the user to select their role in the organisation, as shown in Figure 1.



Figure 1 - The login screen

Once a role is selected, the user can only see and interact with parts of the system relevant to them. For example, when the Course Director role is selected the user sees the following panel, as shown in Figure 2.

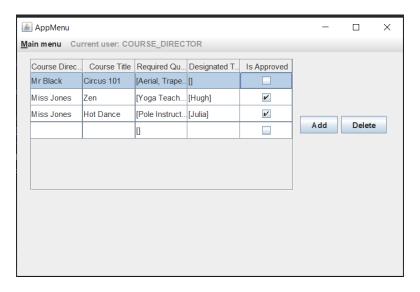


Figure 2 - The Course Table Editor

Here, the table contains the details of each course: the director, the title, the required qualifications, the designated teachers (which can only be changed by the Administrator), and whether it is approved (which can only be changed by the PTT Director). The Course Director has an extra functionality the other users do not: on the right hand side of the panel she can see 'Add' and

'Delete' buttons. This allows her to add or delete courses from the table. This creates a default 'Course' object, which can then be edited by editing its cell's row, usually by double clicking the cell to display the editor for that attribute.

When a cell represents a list selection from another list in the database, for example 'Required Qualifications' referencing the Qualification list, clicking this cell will provide a popup menu where a selection can be made from said list. This menu is synchronised with the Qualifications table, so when Qualifications are added, the dialog popup is updated too. This is shown in Figure 3. This list selection functionality is the same in other tables. A notable variant is 'Designated Teachers', where the list is filtered to only allow teachers holding the required qualifications to be selected, as shown in Figure 4.

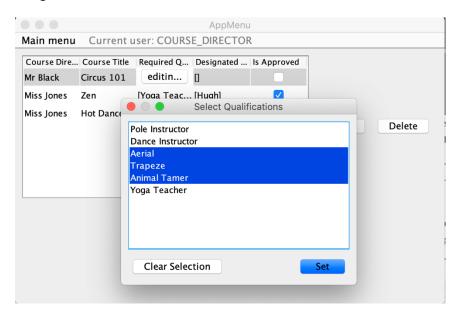


Figure 3 - A Dialog List Selector Synchronised with the Qualification Table

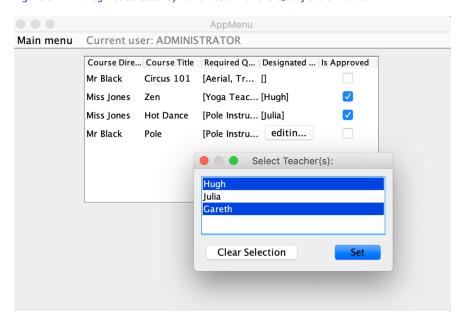


Figure 4 - A Filtered List for Teachers Holding the Pole Qualification

The Main Menu button at the top enables us to navigate through the rest of the system. The options available in the drop-down are: Home, Qualifications, Teachers, Courses and Training. Each of those views are shown below (again, their functionality is restricted depending on the user role, being either 'read only' or editable).

The Qualifications page shows all possible qualifications and includes functionality for adding or deleting, again, creating a new row which displays a default Qualification object which can be edited. This is shown in Figure 5.

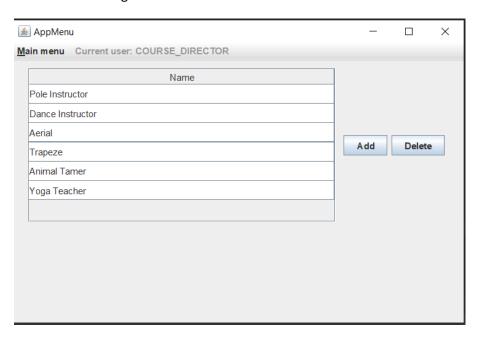


Figure 5 - The Qualification Table View

The Teachers page shows all teachers on the faculty, alongside their individual qualifications and their assigned training, as shown in Figure 6.

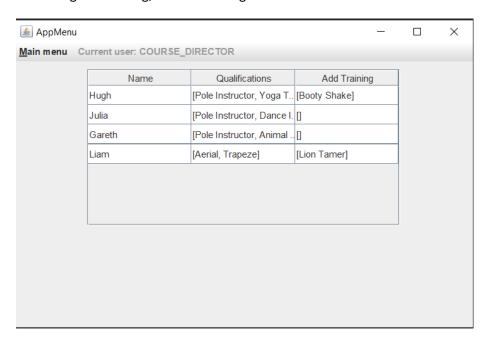


Figure 6 - The Teacher Table View, with Assigned Training and Qualifications

And finally the training view can be seen in Figure 7 which has "Add" and "Delete" options for the Administrator user.

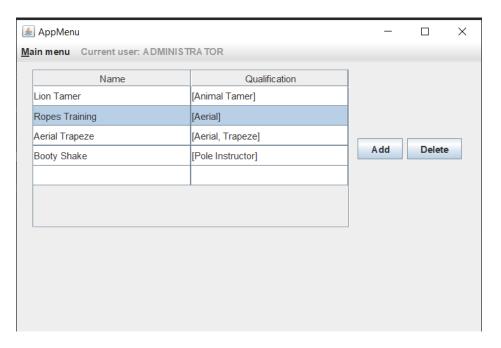


Figure 7 - The Training Table View (Editable for Administrator)

The full program has been submitted alongside this report. It is a Maven project which can be built using Maven, but for convenience, a runnable .jar file ('happy-hippos-group-project.jar') has been included which contains all the required dependencies as well as a sample 'model.json' with an example database. This 'model.json' needs to be in the same directory as the .jar when run.

Retrospective

During this assignment, we implemented Scrum principles in the design, planning and execution of the application. We began the assignment by holding thorough planning meetings, during which we decided on the user stories, application functionalities and a rough class structure.

The user stories that were written were divided into smaller tasks. We attempted to make the tasks represent coding functionalities and classes. This allowed us to divide up the tasks between team members. To ensure that people stayed within their assigned stories and the work wasn't duplicated, we assigned classes so that each person was responsible for developing within these stories.

By dividing the stories into tasks and giving each individual task a cost estimation, it was easier to obtain overall cost estimations for the user stories. We found that this process allowed us to make accurate cost estimations in terms of time.

We found it challenging to divide the tasks prior to beginning development, as many implementation decisions had yet to have been made. We found that as we progressed through the development process, we had to revisit the tasks to amend them to better represent our code structure.

As a part of scrum, we held regular stand-up meetings, during which we discussed the implementation of user stories and task delegations. We also used this time to discuss any problems we were facing and come up with solutions to these. The group also kept in contact using WhatsApp, Trello and GitHub so that any problems that were noticed outside of these meetings could be immediately remedied.

As we spent a significant amount of time planning and designing the application in the beginning, we found that the actual coding of the application came together quickly. We did not face many issues during development and did not have to undergo major code refactors. During this design phase, we found a number of patterns would be advantageous and allow us to reuse as much code as possible. Firstly, we took advantage of Swing's observer pattern in its DefaultListModels to synchronise our customised ObjectTable and ObjectTableListSelector with the lists in the model. The disadvantage of this was the that we had a mix of Swing's ListModel with the usual Java List interface in our code. A future refactor would work toward creating our own observer variant as a List, and removing the dependence on the more rigid Swing variant. Another pattern which was very useful was an Adaptor pattern, where we inherited from Swing's AbstractTableModel to create our own table model which could be used to edit objects and their attributes inside of the JTable view. This was the purpose of the ObjectTableModelAdaptor class. This was immensely powerful, and allowed us to refactor our code to highly reusable view components. A final pattern of note that we used was the Builder pattern. Initially, building the ObjectTableModels was a laborious task, as the column constructors required numerous variables, including potentially complex lambda functions. We used the Builder pattern to mitigate this, where the ObjectTableColumnBuilder allowed us to use useful defaults and created a less error prone implementation. Overall, the time spent in determining the best patterns to use and taking the time to implement them saved us many hours of work down the line and resulted in very clean code.

At the end of each sprint, we conducted a retrospective and discussed what had been going well, and what could be improved, both with our code and our workflow. This proved to be a beneficial

activity, as during the first retrospective, we identified that some of the code being used was repeated throughout the application. As this was a breach of the DRY principle, we decided to refactor so that this duplication was reduced.

The development of the app was planned to be done in two sprints; however, it was done in less time than anticipated and completed in only 1.5 weeks.

As part of our workflow we used GitHub. GitHub allowed us to forensically examine and review each other's code before it was merged with the remote; ensuring errors were removed. This approach also allowed more experienced developers to share best practice when reviewing less experienced group member's code.