Group Discussion - How can storyboards help us explain the calculator and how it works

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Activity Kind

Group discussion

Purpose

The purpose of this discussion is to further the principle of thinking before acting. As a beginner, it is easy to confuse action with progress, especially when you've just learned something new. Professionals see that most everything is more complex than anyone would like to believe. In most every case, what appears to be a solution to a problem has aspects that, for some, are actually precisely the opposite. In the long run, some may view the "solution" as not bringing the promised benefits, at least from their perspective.

Pre-requisite

Students are expected to have:

- Read the papers: PrecisionV3b and Units of Measure.
- Watched the video: Dynamic ComboBox Select Lists
- Watched the video: Introduction to Storyboards

Tasking

In this mentor-driven discussion, students will be asked to explain the point that Professor Carter was making in his video when he told the story about the lecture with the coin. What possible perspectives can there be that might give different results in the case of the calculator? You should be ready to suggest at least two different perspectives and how they different in terms of what would be a "good" calculator.

What is the focus of the storyboard? When Professor Carter says that a story board is **not** a cartoon, what does he mean? How can you produce a storyboard without representing an actor? If the storyboard is not going to show the actor and the dialogue, what is it that the storyboard shows?

Professor Carter talks about the flow from the backstory to the final result where the user's problem has been solved.

- What is the purpose of the backstory?

- When Professor Carter says that the storyboard should focus on what we can see on the screen and not on the actors, why does he say that?

- What does Professor Carter mean when he says, if the backstory and the context has been set properly, when a screen is displayed, what the user should do next should be obvious if the design of the application has been done well?

As the discussion proceeds, the mentor will ask questions of various students. Rather than telling the student if the reply is "right" or "wrong", the mentor will likely ask the rest of the class what they think about this answer? Is it "right"? Is it "right" in all situations? Are there complexities that makes things more difficult to answer with "black" and "white" answers, or is the best answer "it depends"? If so, upon "what does it depend"? Be ready to explain!

Deliverable

Each student is responsible for actively participating in the discussion. To do this, you should have some notes to help you, should you be called upon. If your ENB is blank, the shock of being asked to contribute can often leave you in a position where your mind is just as blank as your ENB. The time to be ready to answer a question is **before** the reality that you must answer the question. If you don't jot down your ideas the moment that form, they will likely evaporate when you are pressured to perform.

Submission

Each student must produce and submit the above-described notes in their ENB. It is best to submit the ENB early, as opposed to putting it off to the evening, when there are so many other things you might want/need to do.