

Putting Software Testing Terminology to the Test

M.A.Sc. Seminar

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- The Need for Standardized Terminology
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2 Project

- Research Questions
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The Need for Standardized Terminology

- Engineering is applied science
- Scientific fields use precise terminology



SOFTWARE
ENGINEERING

The Need for Standardized Terminology

- Engineering is applied science
- Scientific fields use precise terminology



SOFTWARE
ENGINEERING



Penubag and Ramey (2010)



Kjerish (2016)



AzaToth (2008)

The Lack of Standardized Terminology

"The Problem"



(ISO/IEC and IEEE, 2022, Fig. 2)

The Lack of Standardized Terminology

"The Problem"



Adapted from (ISO/IEC and IEEE, 2022, Fig. 2)

The Lack of Standardized Terminology

“The Problem”

ISO/IEC/IEEE 29119-4 describes the **experience-based test design technique** of error guessing. Other **experience-based test practices** include (but are not limited to) exploratory testing (see [4.4.3.3](#)), tours, attacks, and checklist-based testing.

Adapted from (ISO/IEC and IEEE, 2022, p. 34)

The Lack of Standardized Terminology

“The Problem” (cont.)

What: by Object Under Test (OUT) – System Testing



(Firesmith, 2015, p. 23)

The Lack of Standardized Terminology

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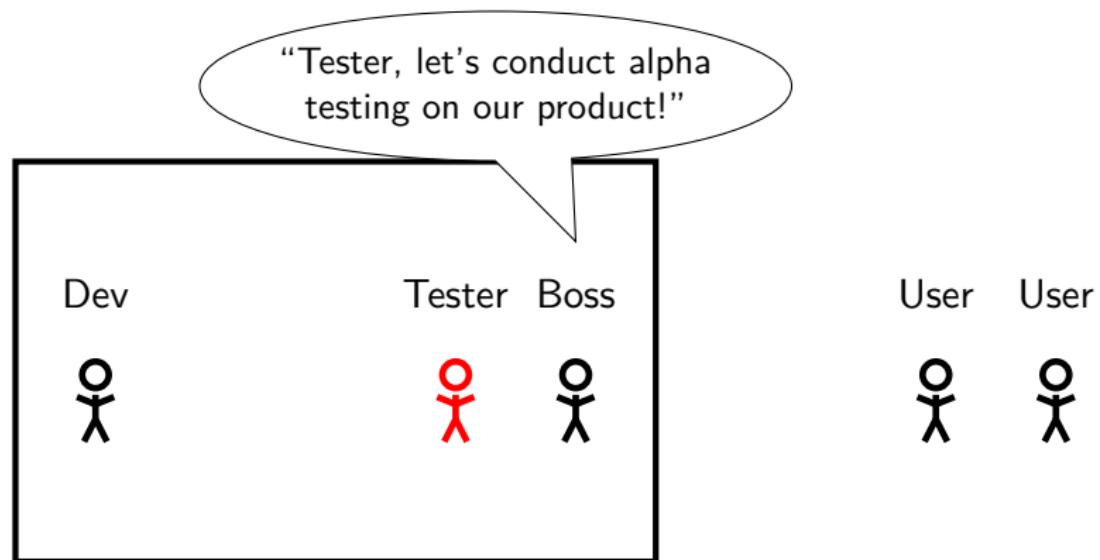


Adapted from (Hamburg and Mogyorodi, 2024)

Adapted from (Firesmith, 2015, p. 23)

The Lack of Standardized Terminology

“The Problem” (cont.)



The Lack of Standardized Terminology

"The Problem" (cont.)

"Alpha testing is done by 'users within the organization developing the software'."

(ISO/IEC and IEEE, 2017, p. 17)



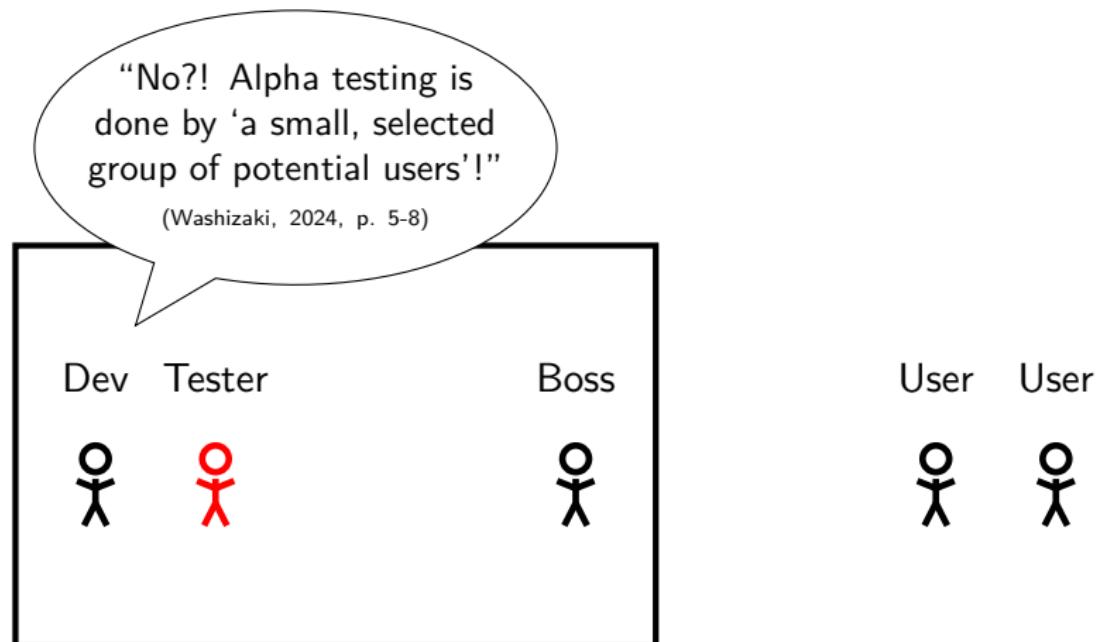
The Lack of Standardized Terminology

"The Problem" (cont.)



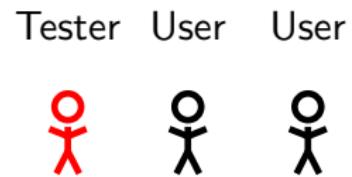
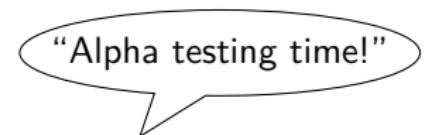
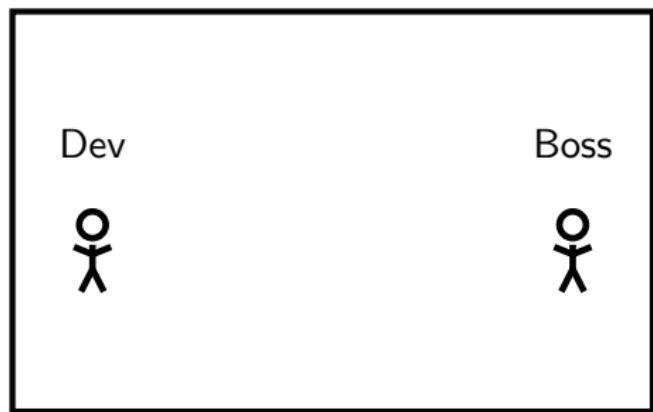
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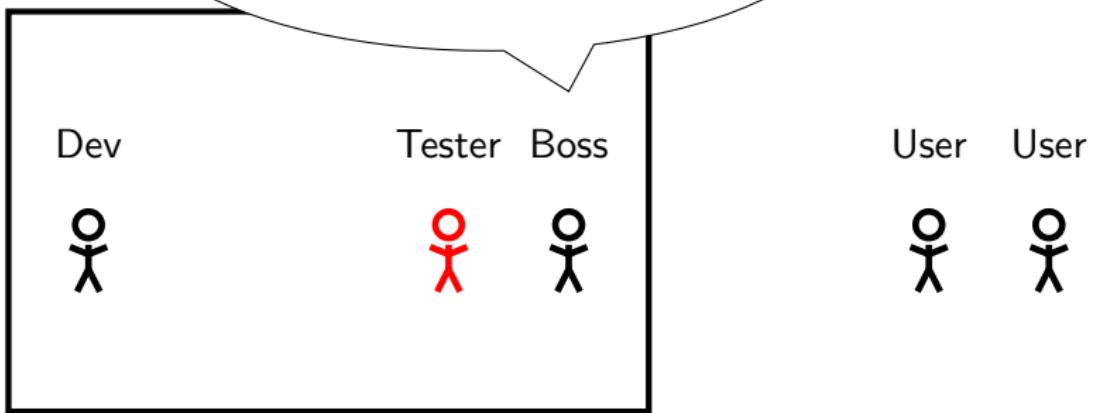


The Lack of Standardized Terminology

“The Problem” (cont.)

“How? Alpha testing is performed
‘in the developer’s test environment’,
but you didn’t bring anyone in.”

(Hamburg and Mogyorodi, 2024)



Barriers to Effective Communication

“The Problem” (cont.)

Interorganizational

Schools, companies, etc.



Barriers to Effective Communication

“The Problem” (cont.)

Interorganizational

Schools, companies, etc.



Intraorganizational

“Complete testing” could require the tester to:

- discover every bug,
- exhaust the time allocated,
- implement every planned test,
- . . . (Kaner et al., 2011, p. 7)

Taxonomies to the Rescue?

“The Problem” (cont.)

- Existing software testing taxonomies:
 - Tebes et al. (2020)
 - Souza et al. (2017)
 - Firesmith (2015)
 - Unterkalmsteiner et al. (2014)

Taxonomies to the Rescue?

"The Problem" (cont.)

- Existing software testing taxonomies:

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Focus on:

The Testing Process
Organizing Terminology
Relations between Approaches
Traceability between Stages

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Research Questions

Research Question 1

What testing approaches do the literature describe?

Research Question 2

Are these descriptions consistent?

Research Question 3

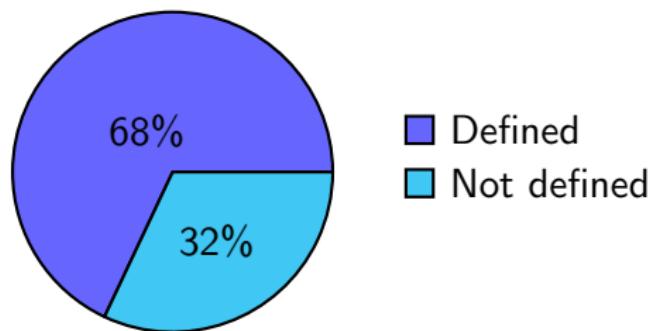
Can we systematically resolve any of these inconsistencies?

Research Questions

Research Question 1

What testing approaches do the literature describe?

- 532 test approaches →
- 76 software qualities
(may imply test approaches)



Methodology

Overview

- ① Identify authoritative sources
- ② Identify software testing terminology from each source, focusing on test approaches and software qualities
- ③ For each test approach, record its:
 - ① Name
 - ② Category
 - ③ Definition
 - ④ Synonyms
 - ⑤ Parents
 - ⑥ Other relevant notes
- ④ Repeat steps 1 to 3 for any missing or unclear terminology

Methodology

Overview

⑤ Analyze these data for discrepancies

- ① Record discrepancies as they arise during data collection
- ② Generate relation graphs
- ③ Automatically detect certain classes of discrepancies
- ④ Automatically analyze manually recorded discrepancies from step 5.1

⑥ Report results of discrepancy analysis

⑦ Seek to resolve these discrepancies

Methodology

Procedure

- A row is created for each test approach

Name	Category	Definition	Parent(s)	Synonym(s)
A/B Testing	Practice (p. 22)	Testing “that allows testers to determine which of two systems or components performs better” (p. 1)	Statistical Testing (pp. 1, 35), ...	Split-Run Testing (pp. 1, 35)

Information from (ISO/IEC and IEEE, 2022)

Methodology

Procedure

- A row is created for each test approach

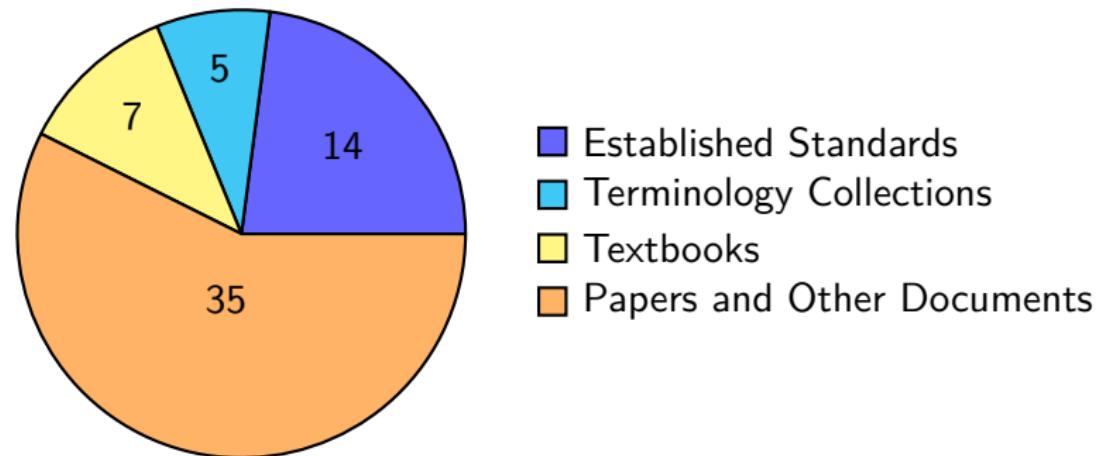
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Information from (ISO/IEC and IEEE, 2022)

- This information is gathered from sources by looking for
 - Glossaries
 - Testing-related terms
 - Terms described *by* other approaches
 - Terms that *imply* other approaches

Methodology

Sources

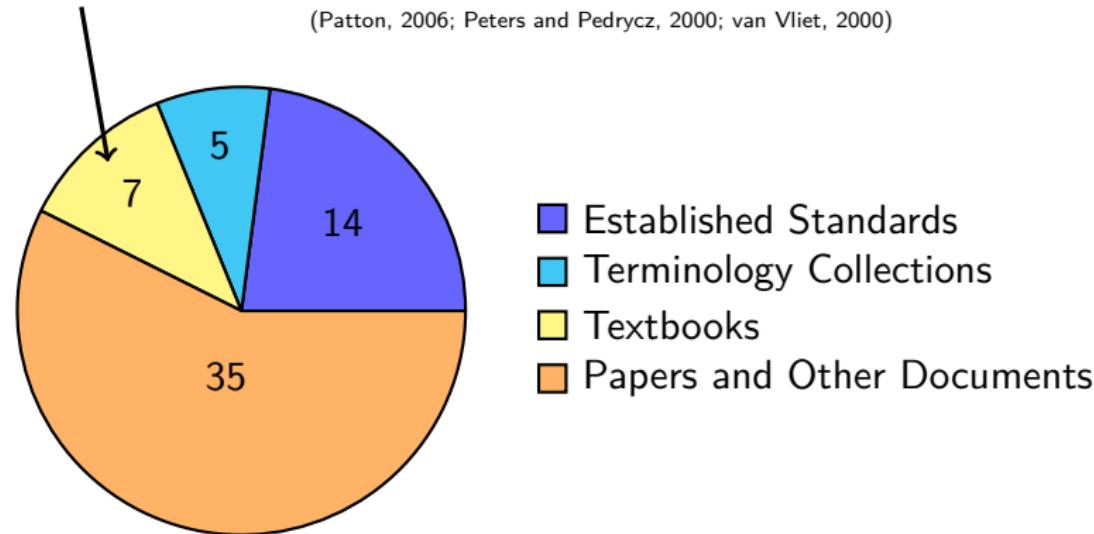


Methodology

Sources

Textbooks trusted at McMaster were our ad hoc starting points

(Patton, 2006; Peters and Pedrycz, 2000; van Vliet, 2000)



Methodology

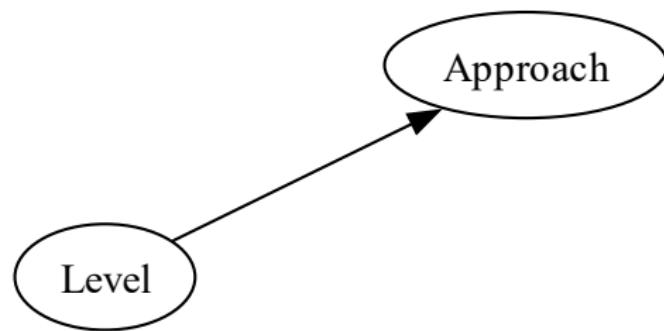
Categories

Approach

Approach: a “high-level test implementation choice” (ISO/IEC and IEEE, 2022, p. 10) used to “pick the particular test case values” (2017, p. 465)

Methodology

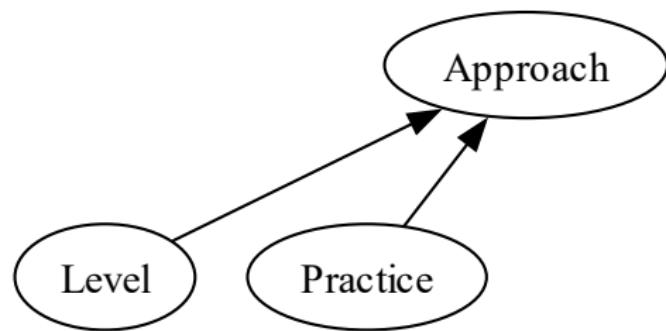
Categories



Level: a stage of testing with “particular objectives and ... risks”, each performed in sequence (ISO/IEC and IEEE, 2022, p. 12; 2021, p. 6)

Methodology

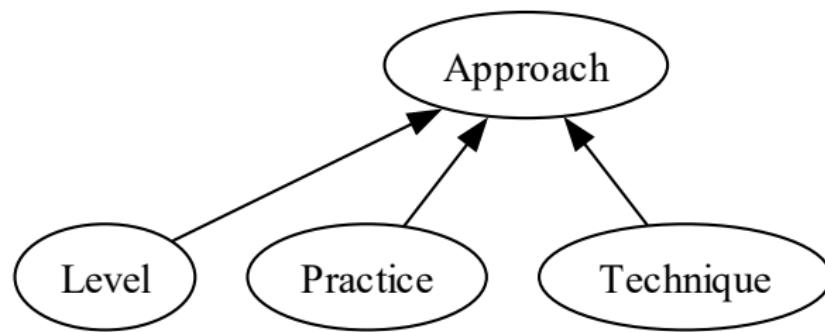
Categories



Practice: a “conceptual framework that can be applied to . . . [a] test process to facilitate testing” (ISO/IEC and IEEE, 2022, p. 14; 2017, p. 471)

Methodology

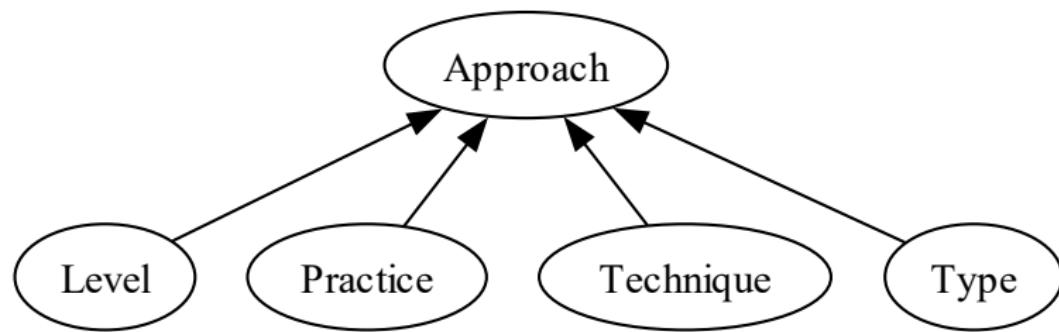
Categories



Technique: a “defined” and “systematic” (ISO/IEC and IEEE, 2017, p. 464) “procedure used to create or select a test model, identify test coverage items, and derive corresponding test cases” (2022, p. 11)

Methodology

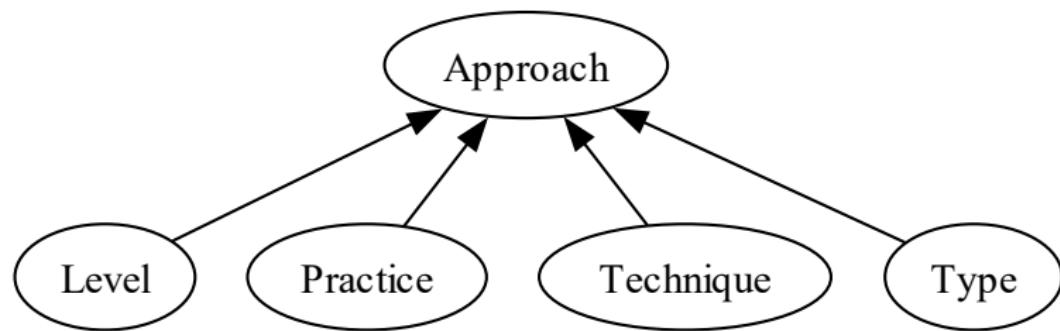
Categories



Type: “Testing that is focused on specific quality characteristics”
(ISO/IEC and IEEE, 2022, p. 15; 2021, p. 7; 2017, p. 473)

Methodology

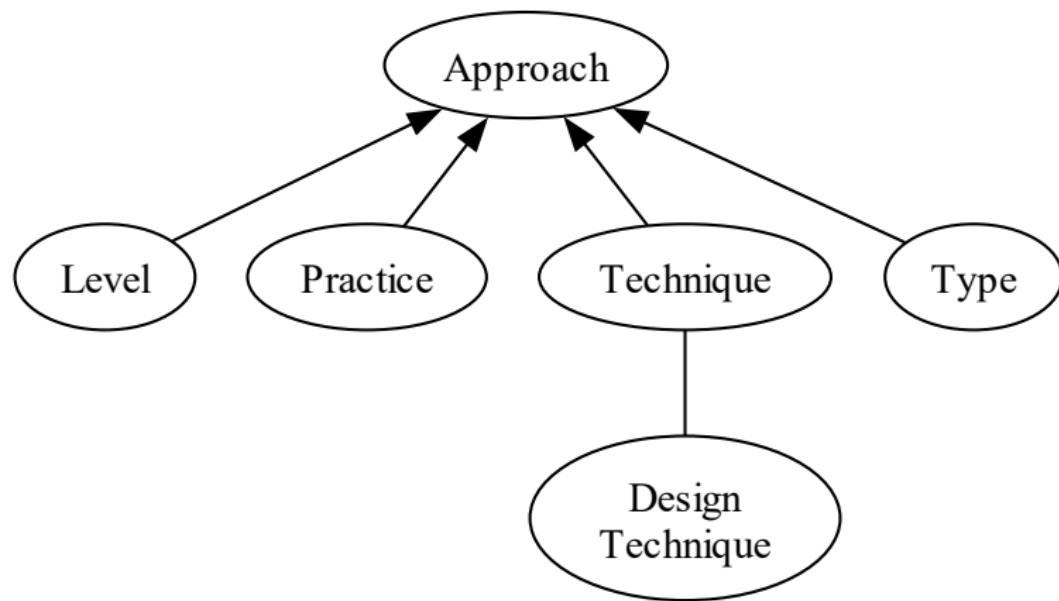
Graph Notation



Arrows point from a *child* node to a *parent* node.

Methodology

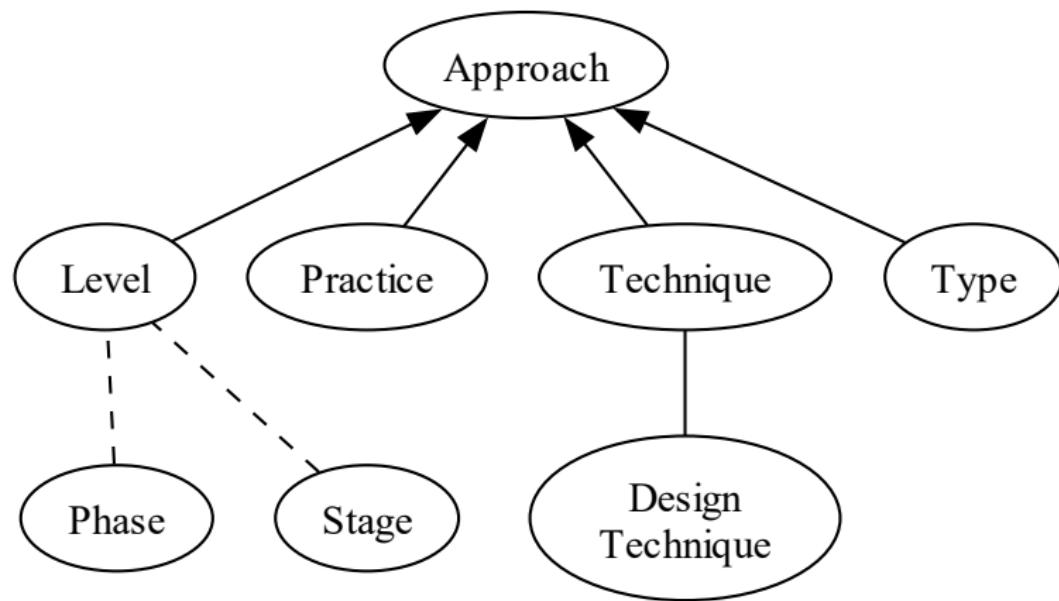
Graph Notation



Lines without arrowheads connect *synonyms*.

Methodology

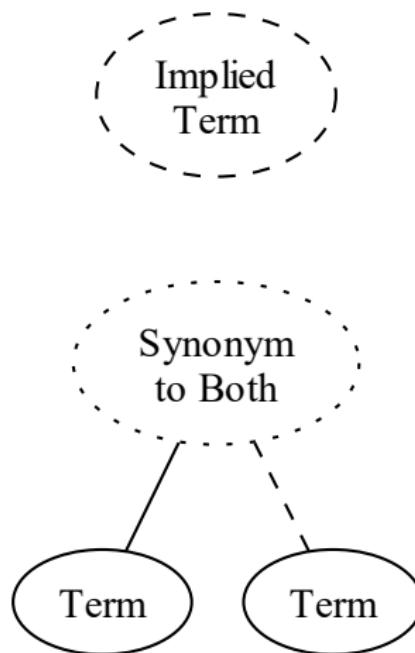
Graph Notation



Dashed lines indicate a relationship is *implicit*.

Methodology

Graph Notation



Dashed outlines indicate a term is *implied*.

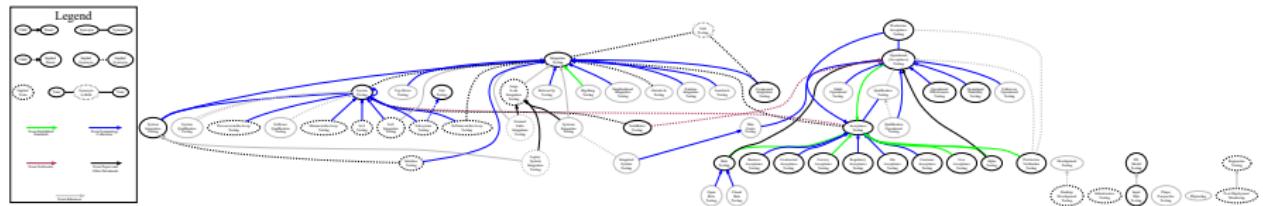
Dotted outlines indicate a term is a *synonym* to more than one term.

Graph of Test Approaches

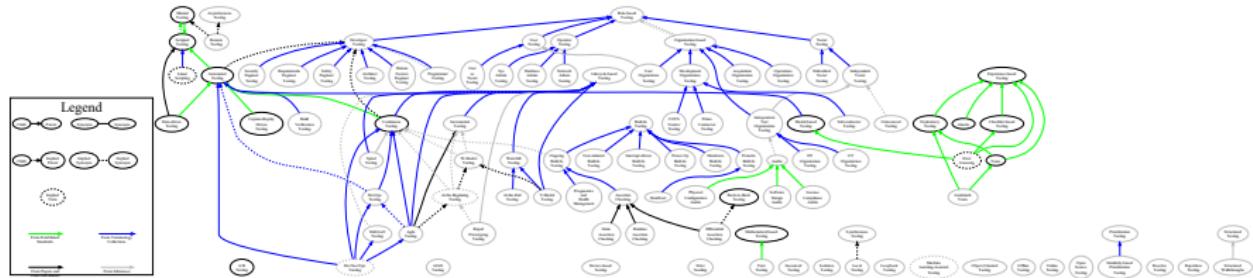
Graph of Test Approaches

! Dimension too large.

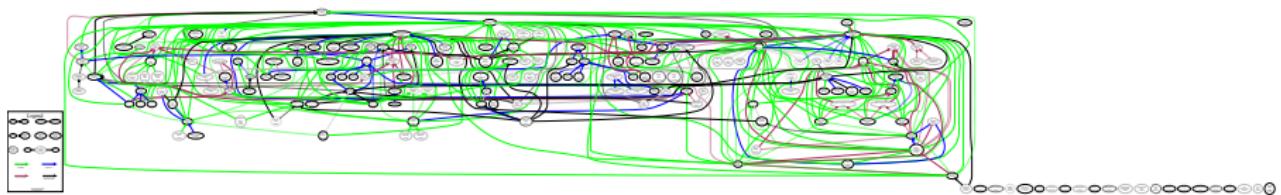
Graph of Test Levels



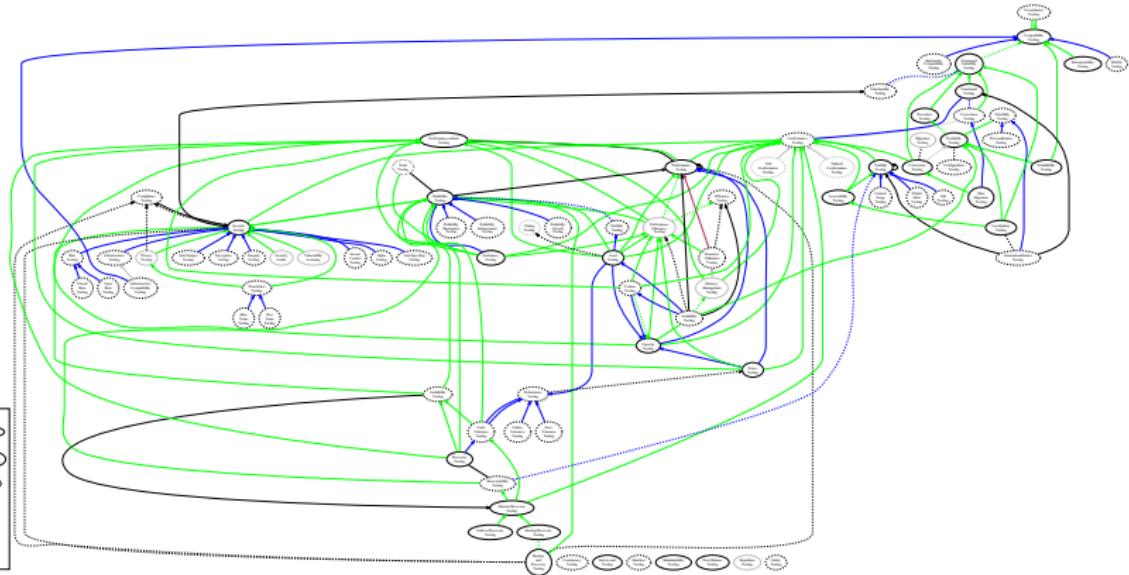
Graph of Test Practices



Graph of Test Techniques

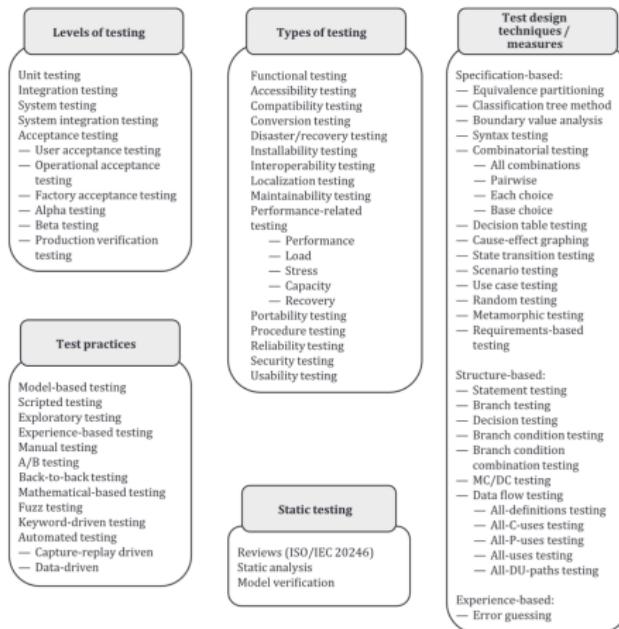


Graph of Test Types



Methodology

Graph Notation



(ISO/IEC and IEEE, 2022, Fig. 2)

Methodology

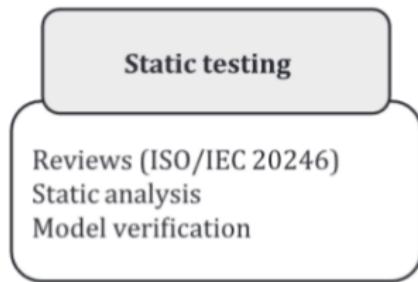
Graph Notation



Adapted from (ISO/IEC and IEEE, 2022, Fig. 2)

Methodology

Graph Notation

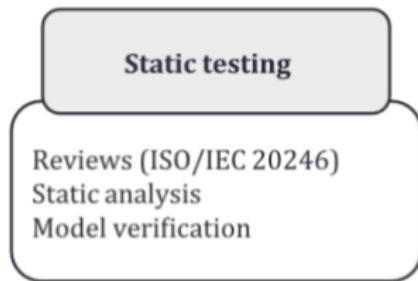


- Quite distinct but not necessarily orthogonal

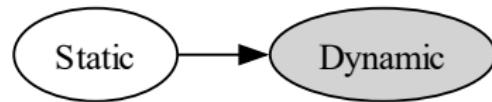
Adapted from (ISO/IEC and IEEE, 2022, Fig. 2)

Methodology

Graph Notation



- Quite distinct but not necessarily orthogonal
- When considering static testing in isolation, related *dynamic approaches* have gray backgrounds



Adapted from (ISO/IEC and IEEE, 2022, Fig. 2)

Graph of *Static* Test Approaches

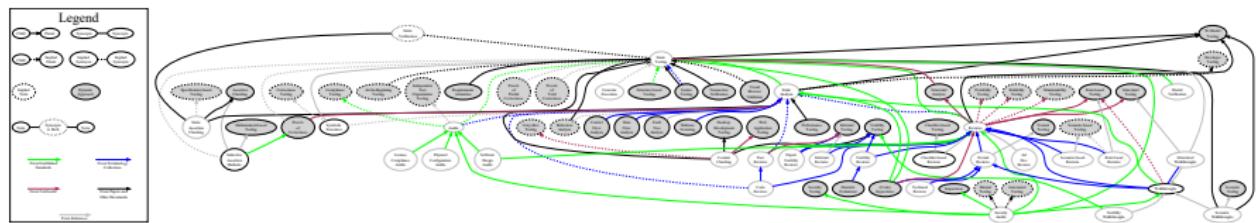


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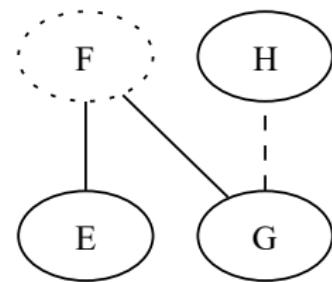
Automated Discrepancies

- Some terms are given as a synonym to two (or more) disjoint, unrelated terms, making the relation between the given synonyms ambiguous

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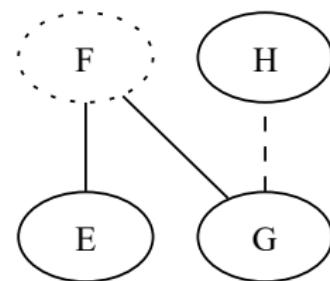
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G	F (Author, 0002), H (implied by 0000)
H	X



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Automated Discrepancies

Prominent examples of these “multi-synonyms”:

① Invalid Testing:	Source(s)
• Error Tolerance Testing	(Kam, 2008, p. 45)
• Negative Testing	(Hamburg and Mogyorodi, 2024)

Automated Discrepancies

Prominent examples of these “multi-synonyms”:

- | | |
|---|---|
| <p>① Invalid Testing:</p> <ul style="list-style-type: none">● Error Tolerance Testing● Negative Testing <p>② Soak Testing:</p> <ul style="list-style-type: none">● Endurance Testing● Reliability Testing | <p>Source(s)</p> <p>(Kam, 2008, p. 45)
(Hamburg and Mogyorodi, 2024)</p> <p>(ISO/IEC and IEEE, 2021, p. 39)
(Gerrard, 2000a, Tab. 2; 2000b, Tab. 1, p. 26)</p> |
|---|---|

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(Hamburg and Mogyorodi, 2024)</p> <p>(ISO/IEC and IEEE, 2021, p. 39)
(Gerrard, 2000a, Tab. 2; 2000b, Tab. 1, p. 26)</p> <p>(implied by ISO/IEC and IEEE, 2021, p. 24)
(Kam, 2008, p. 45)
(implied by Gerrard, 2000a, p. 13)</p> |
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- Dr. Smith and Dr. Carette have been great supervisors in the past and have, both then and now, provided me with valuable guidance and feedback
 - They have helped me refine the scope of this project
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- The past and current Drasil team have created a truly amazing framework!

Thank you!
Questions?

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