**Reflections on Postgraduate Study in Computer Science, Object-Oriented Programming and Developing an ePortfolio**

**ePortfolio link** - [**https://sbolder77.github.io/Portfolio/oop.html**](https://sbolder77.github.io/Portfolio/oop.html)

**Introduction**

As a full-time IT professional my experience has allowed me to gain valuable knowledge and professional qualifications in all aspects of the IT profession as well as build a comprehensive resume. However, I found that my knowledge in software development and standards in what is a primarily focused software career my learning could be taken much further. Peers, colleagues and customers are predominantly from an academic background with undergraduate and postgraduate qualifications in skills such as software development, data science and scientific fields. The subject of Object-Oriented programming was one of the key reasons in the selection of my academic learning not only to develop knowledge but to also satisfy my need to challenge myself in higher learning and reinforce my existing skill set within the industry.

**Learning outcomes:**

*Object-Orientated Programming:*

My initial thoughts on Object-Orientated Programming would be elaborating on software development standards however I did underestimate the level this would go to and in fact, the level of UML covered in a relatively small amount of time. Whilst challenging the objectives of the development and programming on the course were very encouraging. The UML content of the course however was more complex to understand. Specifically, the use of almost all the UML diagram types. While applicable in a full project certain diagrams like use cases and activity I am more familiar with in more of a business analysis role. With the assignments I found this to be most unusual, especially with a very high-level brief to have to consider these and with guidance in the summative delivery to adapt based on design thoughts that maybe enough focus had not been put on the design itself from both a personal and curriculum point of view. If this design required a much more in-depth use of UML, then I would have felt more comfortable with more detail on the requirements definition to really facilitate a comprehensive design.

UML references and OOP references

*Learning activities and writing:*

*ePortfolio development:*

**Observations and analysis of learning:**

**Conclusion:**

*Professional development:*

**Notes:**

**e-portfolio learning activities – says to have a separate portfolio for each module**

**Talks about ERD diagram which is not a learning piece**

**Seems to be conflicting information on various pages. Criteria says all items should (not must) be documented, deadline details only calls for specific modules and at the same time states at least one artefact from each module.**

**References:**

McCarthy, J., 2011. Reflective writing, higher education and professional practice. *Journal for Education in the Built Environment*, *6*(1), pp.29-43.

Rushton, D. and Duggan, C., 2013. Impact of culture on reflective writing in masters level students. *Procedia-Social and Behavioral Sciences*, *93*, pp.956-963.