Hello

{ If you don’t have the QnD ~ Quick and Dirty Document from me please email me and ask for it }

**EXPLINATIONS**:

This is a long email, I’m sorry about that. Also I’m only trying to focus on explaining why we need some of the information we need to track down student issues. There are some coding choices made by our development team, and they are to protect student privacy and security. Even if a student had this information they would not be able to affect another students grades, that’s the beauty of the system that Kevin and Frank developed. My hope is that armed with this information we can reduce some of the back and forth that slows down helping students, instructors, and mentors.

However, just the student’s name and the commonly used title of a course isn’t not enough information for us to easily help solve a student issue. Not a single person on our team wants to produce ‘Bugs’ in software but it does happen. We are all highly motivated to help our students have the best experience, and part of that is supporting you the instructor and mentor teams.

With the thousands and thousands of lines of code to search for an error we do need to narrow the focus. This information helps us narrow down what may be a bug, or how to help a student.

At the highest level our projects are broken into two areas. First is the content, this is the stuff the student’s read, and the activities they perform. Next is the Learning Management System. That LMS is HUGE! In the LMS 95% of when any Student, Instructor, Mentor has an issue it’s going to be with the way the content was delivered. Yet that is only part of the code base.

We ~ The development team ~ care about both, but we do need to narrow things down. For example is the issue with the content or the way the LMS delivered the content? That’s why we ask for this information.

How big is the problem? First, let’s look at an imaginary problem. Scott is having trouble with a quiz.

What do we know, Scott Stemen and Coding from scratch? How many Coding From Scratch courses can there be? Right now there are 123 just CFS courses. Each course is roughly 10 lessons and each lesson is roughly 800 lines of code. That’s just the content. That doesn’t count the activities.

So 123 CFS times 10 lessons means of course 1230 pages and at 800 lines per page average, that’s only just under a million lines of code. But where can you get the information we need? And again why?

1. Image Titled **1ONE**\_**CFS**.**jpg**
   1. Notice if we searched for just the letters CFS.
   2. We also are rebranding the course, “Coding From Scratch” Full Stack Web Ground/Online” or FSWG / FSWO.
   3. This is only the list of the CFS classes, remember we also have to look for FSW because the content is the same.
   4. Each time a bit, or byte is changed in the content, a completely new content blob is created. (My words ‘***Content Blob’***).
   5. Each content blob uses different values in the URL window which is why they help.
   6. As an instructor, you can look up your student and see what section he/she is in. That will narrow our focus.
   7. Look at **2\_Instructor**\_**Section**\_**View**.**jpg** it easily shows the instructor view and where to find the section number.
   8. Given that we just narrowed the focus from 123 possible sections times thousands of line of code to just a single section, we made progress.
   9. Look at image **3WhySectionNumber**.**jpg**, even if we know this student’s name and that they have trouble with CFS that is now part of the new designation FSW so which of these course is the one we need to look at. This student (this is production) has a lot of courses.

NEXT:

1. There are 800 lines of code in a single lesson, sometimes less.
   1. In the course used in this next example every couple of pages is a new quick test. Some are uploads, some are simple quizzes, and some are web based projects and some are C# based project. This is one single lesson in one single section of one single course. That’s a lot to track down.
   2. Look at the image **4NameSpacesOne**.jpg Notice the URL at the top of the page ends in the numbers 153540
   3. Look at the image **5NameSpacesTwo**.jpg Notice the URL at the top of the page ends in the numbers 153510
   4. But it is the next page. The sequence is logical, but it’s not logical until you start importing the entire course into a binary blob to be distributed via the LMS. The likelihood of sequential pages being sequential is very small.

What Really Helps:

1. These next two images show you exactly what is needed to help separate and debug most student issues.
   1. In the image titled **6HeaderOfOne**.jpg it’s the same image as #4 but I highlighted the data I need.
   2. Notice that in **7HeaderOfTwo**.jpg the last digits are different, but is not even in sequence.
   3. We need that entire URL string.
   4. WHY?
      1. If we add our production test accounts to the section then it will give me a random student value. That value is not my student ID number it is only related to that specific section. But I can replace my new random student value into the URL string and
      2. POOF I am now on the exact page the student had trouble with, using the exact same Section Content Blob.

I hope this helps explain why the Development team is always asking for the section ID.

Image Notes

1 ~ **1ONE**\_**CFS**.**jpg** == how many versions of just CFS exist.

2 ~ **2Instructor**\_**Section**\_**View** == Where the instructor can quickly identify the student section they need to report.

3 ~ **3Why**\_**SectionNumbers**.**jpg** == How a student name alone doesn’t narrow down the section ID.

4 ~ **4NameSpaceOne**.**jpg** = Screen capture of the start of a lesson to show ULR.

5 ~ **5NameSpaceTwo**.jpg = Screen capture of next page.

6 ~ **6HeaderOfOne**.jpg = Highlighting the details needed.

7 ~ **7HeaderOfTwo**.jpg = Highlighting some numbers are not in sequence.

8 ~ **8Last**-**Need**\_**This**.**jpg** == Example of what is needed in one single screen shot.



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