

SOFTWARE ENGINEERING GROWTH JOURNAL

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Beta Preview Release Notes

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Introduction

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Objectives

We begin with desirability and explore the question of: **what do you want?** This is our primary focus so that we are not restrained by feasibility or sustainability, which ask the questions “can we do it?” and “can we keep it up?”.

SECTION 1

Current objectives

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SECTION 2

Past objectives

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SUBSECTION 2.1

Become a software engineer

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¹ This was accomplished on January 7, 2023.

SUBSECTION 2.2

Become a software architect

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Growth Summary

Present some general growth remarks about the individual here.

Growth Journal

The growth journal forms the weekly report of the software engineer's growth.

SECTION 3

Year 2023

SUBSECTION 3.1

January 25, Wednesday

Journal 1

A **journal** is a weekly essay-type submission by a student that summarizes their performance and challenges throughout their week.

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The journal entries are written weekly by the student, in the form of an essay. This acts as input to summarize highlights within the week that cover the challenges of their growth. Using that journal entry, some questions can be extracted like the ones presented below.

Question 1 | Why would software engineering leads get frustrated with failed expectations?

Question 2 | As a student struggling to understand software engineering, how do I handle these kinds of situations?

At this point, the mentor can ask more questions about the challenges they are encountering, and may provide possible reading and learning materials relevant to the student's growth.

Mental Model 1 | A **mental model** is an abstract, intellectual tool used to address a certain problem, or reframe a situation into a more constructive or progressive orientation.

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After presenting a mental model that visually illustrates the challenge they are experiencing into a simpler domain (whether in games, or in common life activities), the mentor can provide a 2-5 sentence short example that can help the student comprehend the concept.

Example | An example might present a concrete scenario that will make sense of a mental model, or lesson.

It is possible that while the student is still discussing or explaining certain things that they are going through, the mentor might have certain perspectives they want to pull the student back from- so that they can see the bigger picture. These call for Meta commentaries, which draws the student back to look beyond the situations that they are currently in, to explore analysis not on the challenge at hand but at meta problems or meta trends that could possibly exist.

Meta 1 | A **Meta commentary** is a perspective, review, or feedback provided by the mentor to the student that is intended to pull the student back, away from the context and situation that they are in, to analyze the situation from a bigger perspective.

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The mentor might also present nightmare scenarios they wish to avoid. By fleshing it out in more detail, both can strategize against it.

Nightmare 1 | A **Nightmare scenario** illustrates negative scenarios that the mentor or the student is actively trying to avoid.

PROOF | In relation to the **past goals**, there is some concrete evidence [1] that supports this assertion.

PROOF | Another proof of the student's successful application. There can be other evidences that strengthen a certain argument or not. It is up to the student to piece these observations together.

Mistake 1 | A **Mistake** is a specific kind of journal, that the student or the mentor acknowledges as a misuse or failure to apply some learning, resulting to a negative result.

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Mistake 2 | A **Mistake** is a specific kind of journal, that the student or the mentor acknowledges as a misuse or failure to apply some learning, resulting to a negative result.

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Win 1 | A **Win** is a specific kind of journal, that the student or the mentor acknowledges as an effective application of learning, resulting to a positive result.

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Observation | There might be a few things we might want to talk about in another thing.

Feedback 1 *Feedback for apprentice***Start doing**

1. A
2. B
3. C

Stop doing

1. A
2. B
3. C

Continue doing

1. A
2. B
3. C

Feedback 2 *Feedback for mentor***Start doing**

1. A
2. B
3. C

Stop doing

1. A
2. B
3. C

Continue doing

1. A
2. B
3. C