

PLEASE WORK IN GROUPS OF 2 TO 4 STUDENTS. PLEASE IDENTIFY ALL OF THE MEMBERS OF THE GROUP IN THE LAB THAT YOU HAND IN. YOU CAN SUBMIT THE LAB ELECTRONICALLY (E-MAIL OR DIGITAL DROP BOX) OR ON SCRIBBLE-PAPER. (I prefer electronic submission.)

1. Draw a table.

- The columns are the 10 dominating test techniques (add an 11th or 12th if you have other favorites)
- The rows are the 9 attributes in the "what is a good test case" paper: *power, significance, credibility, representativeness, easy to evaluate, useful for troubleshooting, informative, appropriate complexity, triggers insight*
- Or the rows are the 18 attributes in the slides, *power, validity, value, credibility, non-redundancy, representativeness, motivational effect, performability, repeatability, pop, coverage, easy to evaluate, useful for troubleshooting, appropriate complexity, accountability, cost, opportunity cost,*
- In each cell, put an X if you think that this (column's) technique is primarily focused on that (cell's) dimension.

Below the table (or on another page):

For each technique

- Start a new paragraph
- Write no more than 100 words
- Briefly define or describe the technique
- Explain why you think the technique is primarily focused on the dimensions you selected

2. Draw a table.

- The columns are the 10 dominating test techniques (add an 11th or 12th if you have other favorites)
- The rows are the 5 dimensions, testers, coverage, potential problems, activities, and evaluation.
- In each cells, put an X if you think that this (column's) technique is primarily focused on that (cell's) dimension.

Below the table (or on another page):

For each technique

- Start a new paragraph
- Write no more than 100 words
- Briefly define or describe the technique
- Explain why you think the technique is primarily focused on the dimensions you selected

NOTES

*There wasn't enough time to do both tables, and I didn't expect that students would try both. In the first one, I was curious whether students would choose the 9 attributes from the paper (which documented them more*

*carefully) or the longer list from the slides. It actually went both ways, but several students had clearly not read the paper before class. This would probably work well as a take-home assignment.*

*I used the responses to this lab, next day, to talk further about the differences among test techniques. Attempting the assignment provided a good context for this review, and I think it was informative for the students.*