

Early Software Product Improvement with Sequential Inspection Sessions: An empirical Investigation of Inspector Capability and Learning Effects

Dietmar Winkler, Bettina Thurnher, Stefan Biffi

Institute of Software Technology and Interactive Systems
Vienna University of Technology

dietmar.winkler@qse.ifs.tuwien.ac.at

<http://qse.ifs.tuwien.ac.at>

- The construction of high-quality software products requires (a) professional approaches (e.g., processes and methods) and well-trained engineers.
- **Early detection and removal of defects**, e.g., in the design phase, helps increase software quality and decrease rework effort and cost.
- Prior empirical studies showed that UBR (software inspection with a **usage-based reading technique approach**) can focus on most important use cases and spot on the detection of crucial and important defects.
- Inspection promises to be a vehicle to **support learning**.

Questions:

- How is the impact of inspector qualification on inspection performance?
- Is there any notable difference of learning effects regarding inspection performance in a sequence of sessions?

- Software Inspection ...
 - is a **static analysis technique** to verify quality properties of software.
 - does not require executable code (**applicable to design documents**).
 - focuses on **defect types and location** in the inspected object.
 - Guidance of inspectors with reading techniques and guidelines (how to traverse a software document).

- “Best-practice” approach: **Usage-Based Reading (UBR)**
 - **Well-investigated** reading technique approach.
 - Goal: **focus on most important defects** first (classes “crucial” and “important”).
 - **User focus**: use cases lead the inspection process.
 - **Application of use cases and scenarios** from requirements documents in a pre-defined order (prioritized by a group of experts) to design documents.

- Inspection supports learning due to
 - a **systematic and structured process** (inspection process) which is repeatable and traceable
 - **Active guidance** to support individual inspectors in defect detection tasks (guidelines, checklists, etc.)

- We refer “learning” as an **improvement of individual inspection performance** in a sequence of inspection sessions within a similar application domain.

- Research Questions:
 - Is there any difference of inspection performance regarding system complexity and inspector capability?
 - Can we identify differences of gained additional inspection experience in a second inspection session?

Dependent Variables and Hypothesis



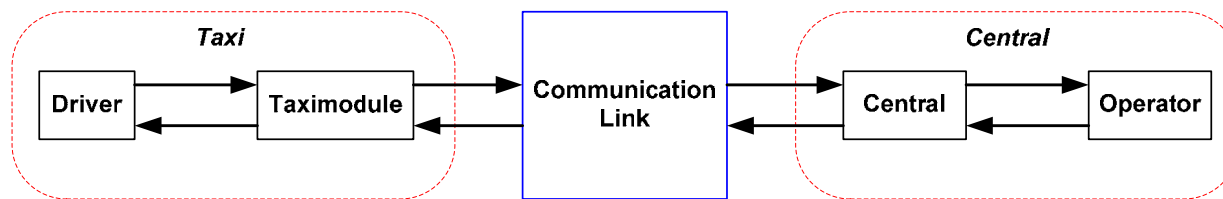
- **Inspection effort** includes individual preparation time and inspection duration (we did not consider inspection pre-work, e.g. use case prioritization).
- **Effectiveness** is the number of defects in relation to the overall number of seeded (important) defects.
- **Efficiency** is the number of defects found per time interval (e.g., defects found per hour)
- **False Positives** is the share of "wrong defects found" by individual inspectors.

Hypothesis:

- Effectiveness and efficiency will **increase** in a second inspection session.
- False positives will **decrease** in a second inspection session.
- Inspectors will perform **better in the less complex part** of the system.

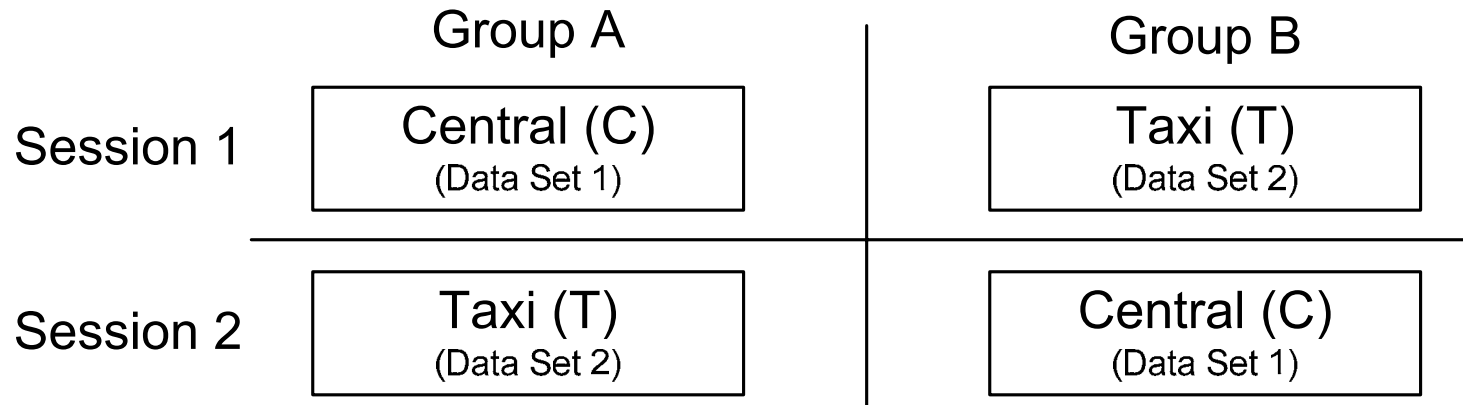
Experiment Description

- The system represents a **snapshot of the development process** of a taxi management system including requirements and design documents and source code fragments.
- **Two parts** of the system



- at different levels of system complexity (amount of inspection material). Complexity (Central) > Complexity (Taxi).
- Total number of **56 seeded important defects** within the design specification and the source code.
- **Three experiment phases** processed:
(a) training & preparation, (b) individual inspection, and (c) data submission.

Study Arrangement (2x2 study design)



- Subjects
 - 104 graduate students in a class on quality assurance and software engineering: 18 less, 22 medium and 12 higher-qualified inspectors per group.
 - The subjects were randomly assigned to 2 groups.
- Data Set 1 (Central part) is the more complex part and Data Set 2 (Taxi) is the less complex part of the system.

Internal validity:

- **Avoidance of communication** between individuals during the study execution.
- Participants could **take individual brakes**, whenever necessary (break durations noted).
- **Limitation** of the overall **inspection duration** (3h for taxi, 5h for central due complexity reasons).
- **Experience questionnaire** to get an insight on prior knowledge.
- **Feedback questionnaire** to see if the participants followed the study process properly.

External validity:

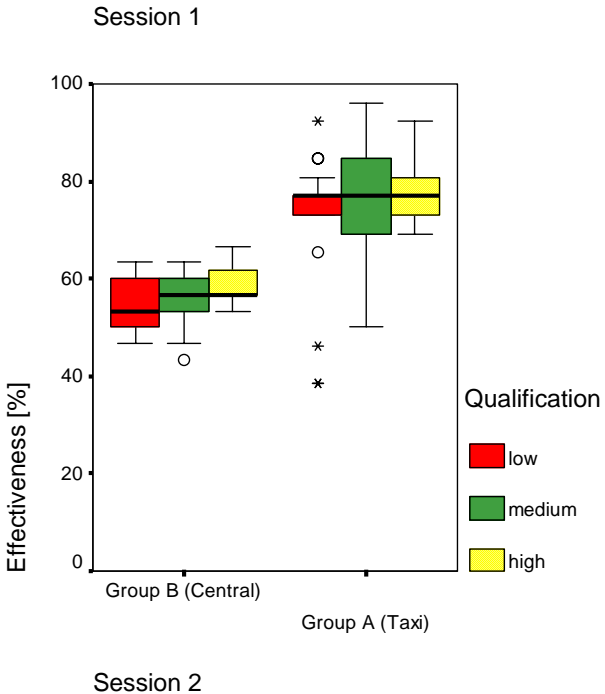
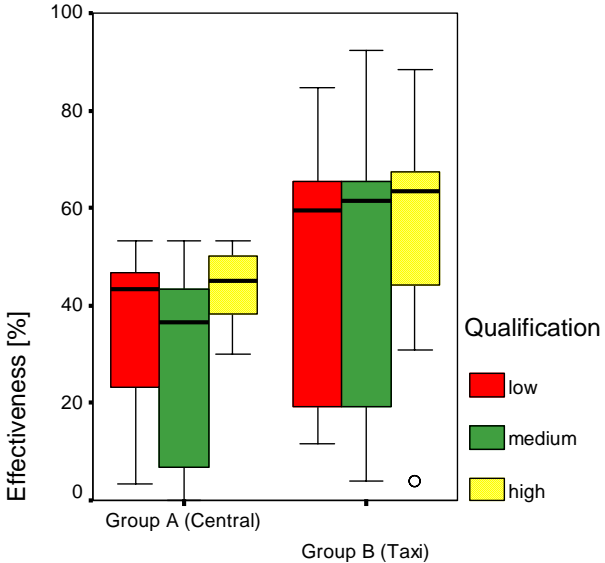
- **Well-known application domain** to avoid domain-specific interpretation problems.
- **Pilot test** and **reviews** to assure correctness of experiment material.
- Control of variables due **classroom** setting.

Results: Effectiveness

- **Effectiveness:** number of defects found in relation to the number of seeded defects.

	Session 1		Session 2	
	Central	Taxi	Central	Taxi
Mean	34.2%	51.0%	55.7%	74.6%
Std.Dev.	17.2%	25.7%	5.5%	11.6%

- **System Complexity:**
 - Significant differences between Group A and B in both sessions.
 - Only small advantages for high-qualified inspectors.
- **Similar system parts:**
 - significant differences for all qualification classes and both groups.
 - Advantages for less- and medium-qualified inspectors.



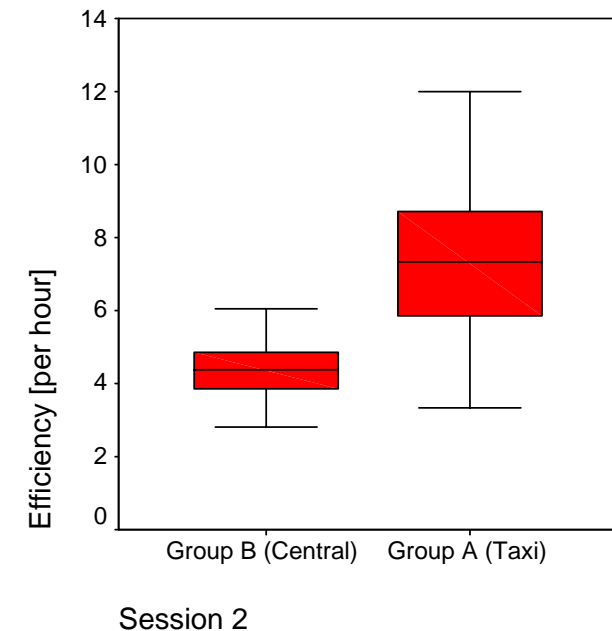
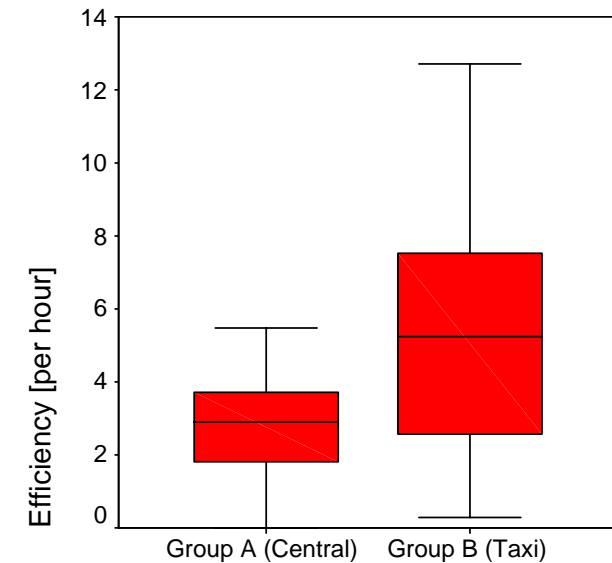
Results: Efficiency

- **Efficiency:** number of found defects per hour.

	Session 1		Session 2	
	Central	Taxi	Central	Taxi
Mean	2.7	5.3	4.4	7.4
Std.Dev.	1.4	3.1	0.7	2.0

- **System Complexity:**
 - We observed significant differences between less- and higher qualified inspectors in both session within the more complex part.
 - No significant differences in the taxi part.

- **Similar system parts:**
 - There is a notable learning effect ($p < 0.040$) in session 2 for all qualification classes.
 - We observed the highest improvement factor for medium qualified inspectors and the lowest for higher-qualified inspectors.

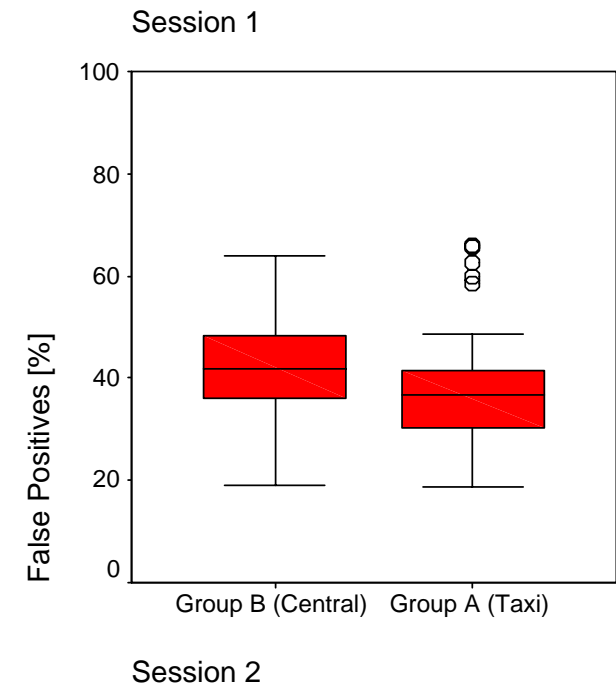
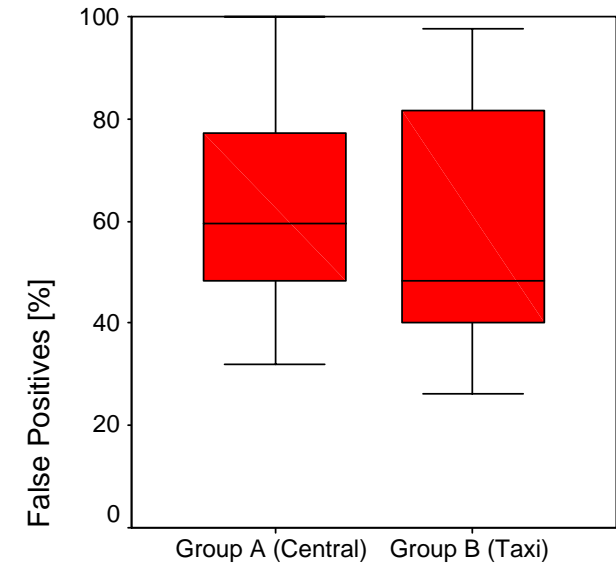


Results: False Positives

- False Positives (FP): share of “wrong defects found”.

	Session 1		Session 2	
	Central	Taxi	Central	Taxi
Mean	63.3%	36.9%	55.7%	41.7%
Std.Dev.	19.4%	10.9%	21.9%	9.6%

- System Complexity:
 - No significant differences within both sessions.
- Similar system parts:
 - The FP decreased for group A (starting with the more complex central part of the system) and increased for group B (starting with taxi).



Summary:

- Software inspection is an appropriate method for **defect detection** in early software development phases and **learning**.
- The results showed that inspectors who **started with a simple** (less complex) system part **are more successful** regarding effectiveness, efficiency and false positives.
- We observed a **smaller learning effect for higher-qualified inspectors**. One reason might be that they apply their own suitable inspection approach.

Further Work:

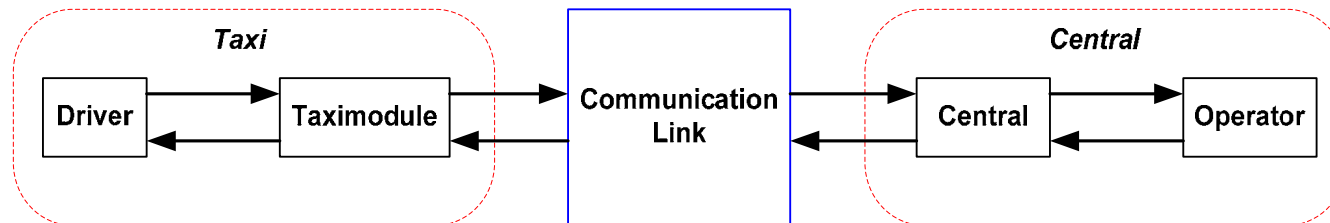
- More detailed investigation of the results regarding inspector qualification, different defect types and document locations will lead to a deeper insight in learning with inspection.

Backup



Study Artifacts

System Overview: Taxi Management System



Software artifacts per part

	Central (DS1)	Taxi (DS2)
Requirements definitions	4 pages 1,400 words 16 use cases	4 pages 1,100 words 11 use cases
Design document	5 pages 1,600 words	3 pages 800 words
Source Code in Lines of Code (LoC)	750 LoC 2,100 words	650 LoC 1,400 words
Common system information	1 component diagram 1 class diagram 11 sequence charts	

Seeded defects per part

	Central (DS1)	Taxi (DS2)	Total
No. of Defects	30	26	56
Share of Defects	54%	46%	100%

Data Set 1 (Central part) is the more complex part (higher amount of inspection material) of the system.