

**OF  
SOFTWARE**

**@HUIBSCH00TS**

# ACKNOWLEDGEMENTS

## THANK YOU:

- **KERI SMITH** FOR YOUR INSPIRATION!
- **RUUD COX** EN **JORIS MEERTS** FOR THE MANY DISCUSSIONS ON THIS TOPIC AND HELP WITH PREPARING THIS WORKSHOP
- OBVIOUSLY **JAMES BACH** AND **MICHAEL BOLTON** FOR SHARING THEIR KNOWLEDGE ABOUT RAPID SOFTWARE TESTING

SOME SLIDES ARE TAKEN FROM RAPID SOFTWARE TESTING AND ARE USED WITH PERMISSION. **RAPID SOFTWARE TESTING** IS DEVELOPED BY JAMES BACH AND MICHAEL BOLTON. SEE ALSO: [HTTP://WWW.SATISFICE.COM/INFO\\_RST.SH TML](http://www.satisfice.com/info_rst.shtml)

MANY OF THE PICTURES ARE TAKEN FROM THE BOOK “**HOW TO BE AN EXPLORER OF THE WORLD**”. THIS BOOK IS WRITTEN BY KERI SMITH AND PUBLISHED BY PENGUIN BOOKS. BUY THIS BOOK AND PRACTICE!

art by & inspired by **KERI SMITH**



KERI SMITH  
IS AN  
AUTHOR/  
ILLUSTRATOR  
TURNED  
GUERRILLA  
ARTIST

## I put on my tester hat

### Continue to pursue insurance

- Investigate as I go:
  - Observe
  - Analyze
  - Guess
  - Experiment
- Document as I go:
  - Notes
  - Screenshots



*there was not a breach; there was a blog:*  
The HealthCare.gov Experience

Ben@QualityFrog.com  
IsThereAProblemHere.com



# AGENDA FOR TODAY

- **INTRODUCTION**
- **PART I: OBSERVATION**
- **WHAT IS TESTING?**
- **PART II: COMPARE**
- **PART III: ANALYSIS**
- **PART IV: COVERAGE**
- **PART V: TESTING STORY**



I WILL ASK MANY  
DIFFICULT AND CRITICAL  
QUESTIONS (A.K.A.  
SOCRATIC METHOD). I ASK  
THEM BECAUSE IT IS  
IMPORTANT TO FULLY  
UNDERSTAND THE  
CONCEPTS WE DISCUSS  
TODAY. JUST SAY “**PASS**” OR  
“**HELP ME**” IF YOU DON’T  
FEEL COMFORTABLE.



# INSTALL SOFTWARE

## REDNOTEBOOK

[HTTP://REDNOTEBOOK.SOURCEFORGE.NET/DOWNLOADS.HTML](http://rednotebook.sourceforge.net/downloads.html)





**INTRODUCTORY DISCUSSION...**

# **DISCUSS:**

- **WHAT IS TESTING?**
- **WHAT DO TESTERS DO?**
- **WHAT MAKES TESTING EXPLORATORY?**



# FIRST EXERCISE



- MAKE GROUPS OF 4
- ANSWER THIS QUESTION:  
“**WHAT DO YOU DO WHEN YOU TEST?**”  
NAME ACTIVITIES AND SKILLS
- CREATE A FLIPCHART WITH YOUR ANSWERS

**ANY QUESTIONS?**

# DEFINITIONS

- **ACTIVITY:**

**A THING THAT A PERSON OR GROUP DOES**

- **SKILL:**

**THE ABILITY TO DO SOMETHING WELL.  
SOMETHING CAN BE LEARNED AND  
PRACTICED.**

**DEBRIEF**



# DEFINITIONS

- **ACTIVITY:**

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**THE ABILITY TO DO SOMETHING WELL.  
SOMETHING CAN BE LEARNED AND PRACTICED.**

- **TRAIT/CHARACTERISTIC:**

**YOUR NATURAL ABILITIES. THEY ARE A PART OF  
WHO YOU ARE, WHAT YOU DO AND WHY YOU DO IT.  
CANNOT BE TRAINED. BUT CAN BE ENCOURAGED OR  
DISCOURAGED.**

# YOU ARE AN EXPLORER.

YOUR MISSION IS TO DOCUMENT  
AND OBSERVE THE WORLD  
AROUND YOU AS IF YOU'VE  
NEVER SEEN IT BEFORE.  
TAKE NOTES. COLLECT THINGS  
YOU FIND ON YOUR TRAVELS.  
DOCUMENT YOUR FINDINGS.  
NOTICE PATTERNS. COPY. TRACE.  
FOCUS ON ONE THING AT A  
TIME. RECORD WHAT YOU ARE  
DRAWN TO.



# HOW TO BE AN EXPLORER OF THE WORLD

1. ALWAYS BE LOOKING.

(NOTICE THE GROUND BENEATH YOUR FEET.)

2. CONSIDER EVERYTHING ALIVE & ANIMATE.

3. EVERYTHING IS INTERESTING. LOOK CLOSER.

4. ALTER YOUR COURSE OFTEN.

5. OBSERVE FOR LONG DURATIONS (AND SHORT ONES).

6. NOTICE THE STORIES GOING ON AROUND YOU.

7. NOTICE PATTERNS. MAKE CONNECTIONS.

8. DOCUMENT YOUR FINDINGS (FIELD NOTES) IN A VARIETY OF WAYS.

9. INCORPORATE INDETERMINANCY.

10. OBSERVE MOVEMENT.

11. CREATE A PERSONAL DIALOGUE WITH YOUR ENVIRONMENT. TALK TO IT.

12. TRACE THINGS BACK TO THEIR ORIGINS.

13. USE ALL OF THE SENSES. IN YOUR INVESTIGATIONS.

AFTER READING THIS LIST A FEW TIMES IT  
OCCURRED TO ME THAT...

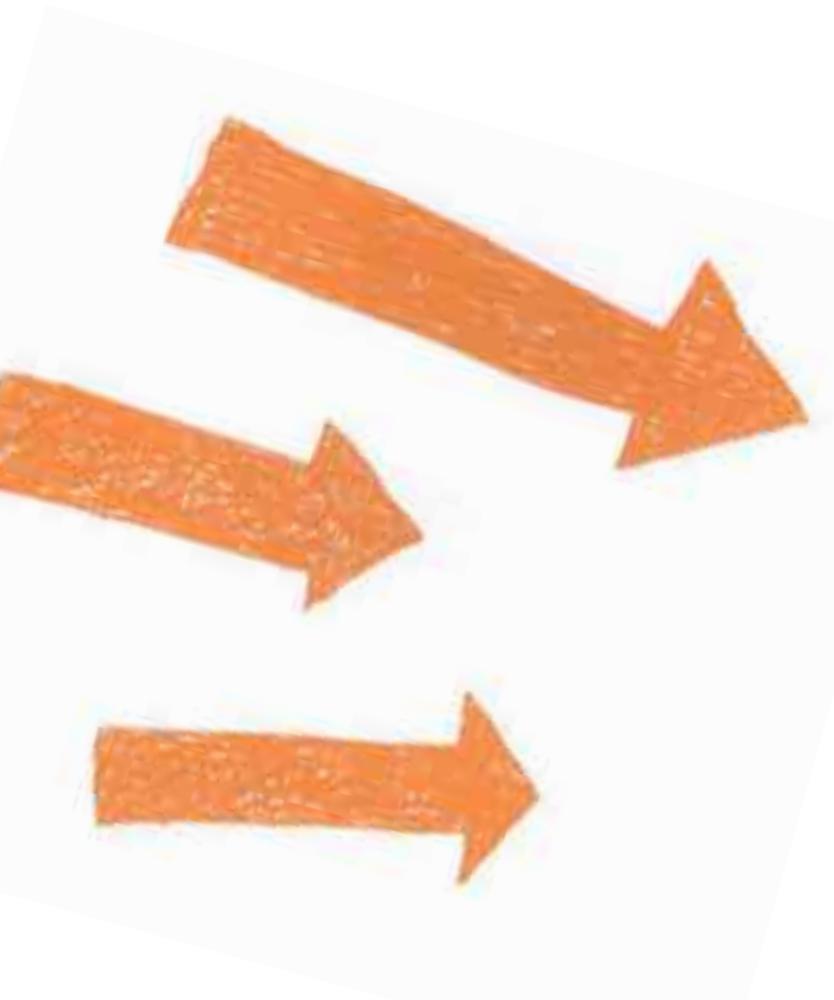
ARTISTS AND SCIENTISTS ANALYZE THE  
WORLD AROUND THEM IN SURPRISINGLY  
SIMILAR WAYS.

**AND TESTERS DO TOO!**

OBSERVE  
COLLECT  
ANALYZE  
COMPARE  
NOTICE  
PATTERNS

# PART 1





RIGHT WHERE YOU ARE SITTING

EXPLORATION #1

WRITE TEN THINGS ABOUT WHERE YOU ARE SITTING RIGHT NOW THAT YOU HADN'T NOTICED WHEN YOU SAT DOWN. USE YOUR SENSES. DO IT QUICKLY. DO NOT CENSOR. OKAY, BEGIN.

THE ASPECTS OF THINGS THAT ARE MOST IMPORTANT FOR US ARE HIDDEN BECAUSE OF THEIR SIMPLICITY AND FAMILIARITY. (ONE IS UNABLE TO NOTICE SOMETHING-BECAUSE IT IS ALWAYS BEFORE ONE'S EYES.) - LUDWIG WITTGENSTEIN

# EXERCISE 1.1: OBSERVATION

SOURCE: HOW TO BE AN EXPLORER OF THE WORLD - KERI SMITH

# EXERCISE 1.2: OBSERVATION

- **START REDNOTEBOOK**
- **PLAY WITH IT, LEARN ABOUT THE PRODUCT, OBSERVE WHAT HAPPENS**
- **WRITE DOWN TEN THINGS THAT YOU NOTICED THAT COULD BE IMPORTANT**



**DEBRIEF**



**WHAT IS TESTING?  
WHAT DO TESTERS  
DO?**



# Testers light the way



## This is our role.

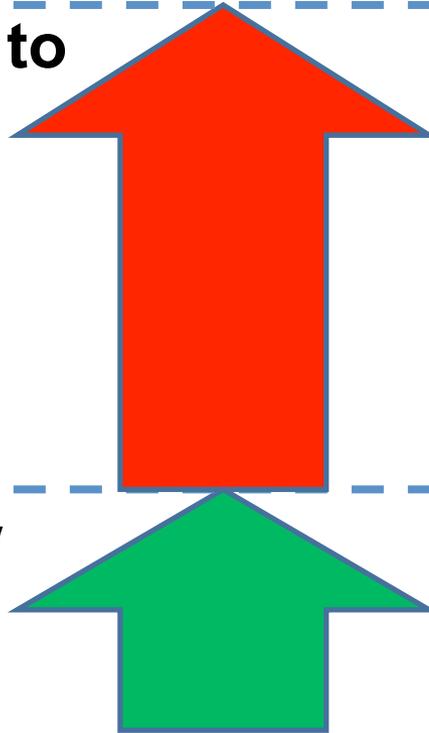
We see things for what they are.  
We make informed decisions about quality possible,  
because we think critically about software.

# Testers light the way: *the risk gap*



**What we need to know**

**What we know**



The purpose of testing is to close the risk gap. The bigger this is, the harder it is to test.

Our knowledge of the status of the product.

# Call this checking, not testing

operating a product to  
check specific facts  
about it...

means

Observe

Interact with the product in specific ways to collect specific observations.

Evaluate

Apply algorithmic decision rules to those observations.

Report

Report any failed checks.

# A Check Has Three Elements

1. An *observation* linked to...
2. A *decision rule* such that...
3. both observation and decision rule can be applied algorithmically.

A ***check*** can be performed

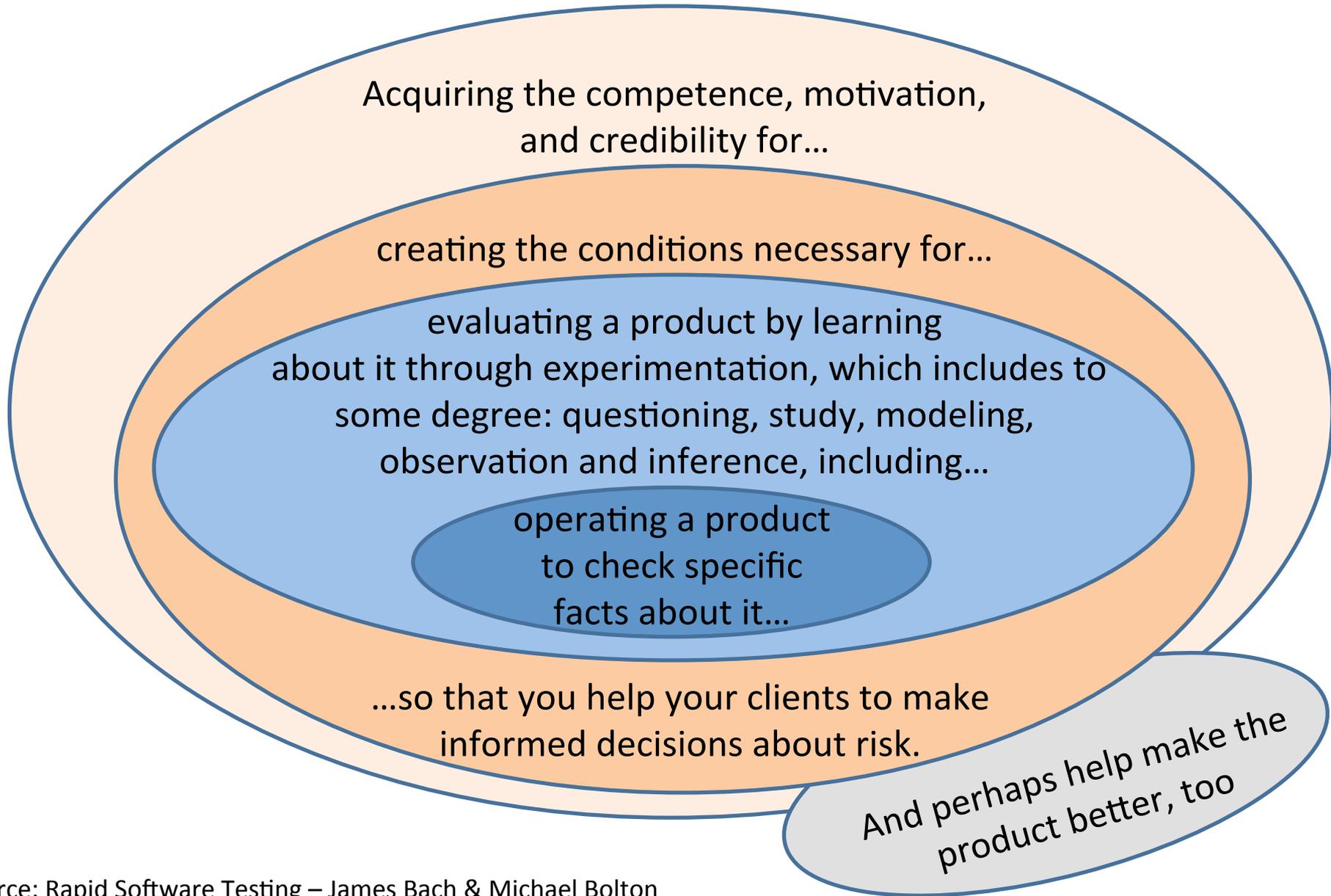


by a machine  
that *can't* think  
(but that is quick and precise)



by a human who has been  
instructed *not* to think  
(and who is slow and variable)

# Testing is...



# Test Procedure *has four elements*

- **Configure**

- *(if necessary)* Obtain product for testing
- *(if necessary)* Install on a platform.
- *(if necessary)* Prepare test data and tools for test execution.
- Assure that the product is in a “clean enough” starting state.

Addresses a  
motivating question

- **Operate**

- Control the product and platform with inputs to exercise the product.
- Cause the product to exercise the right functions/states in the right sequence with the right data.

- **Observe**

- Collect information about how the product behaves (collect both direct and indirect output) so that it can be evaluated.

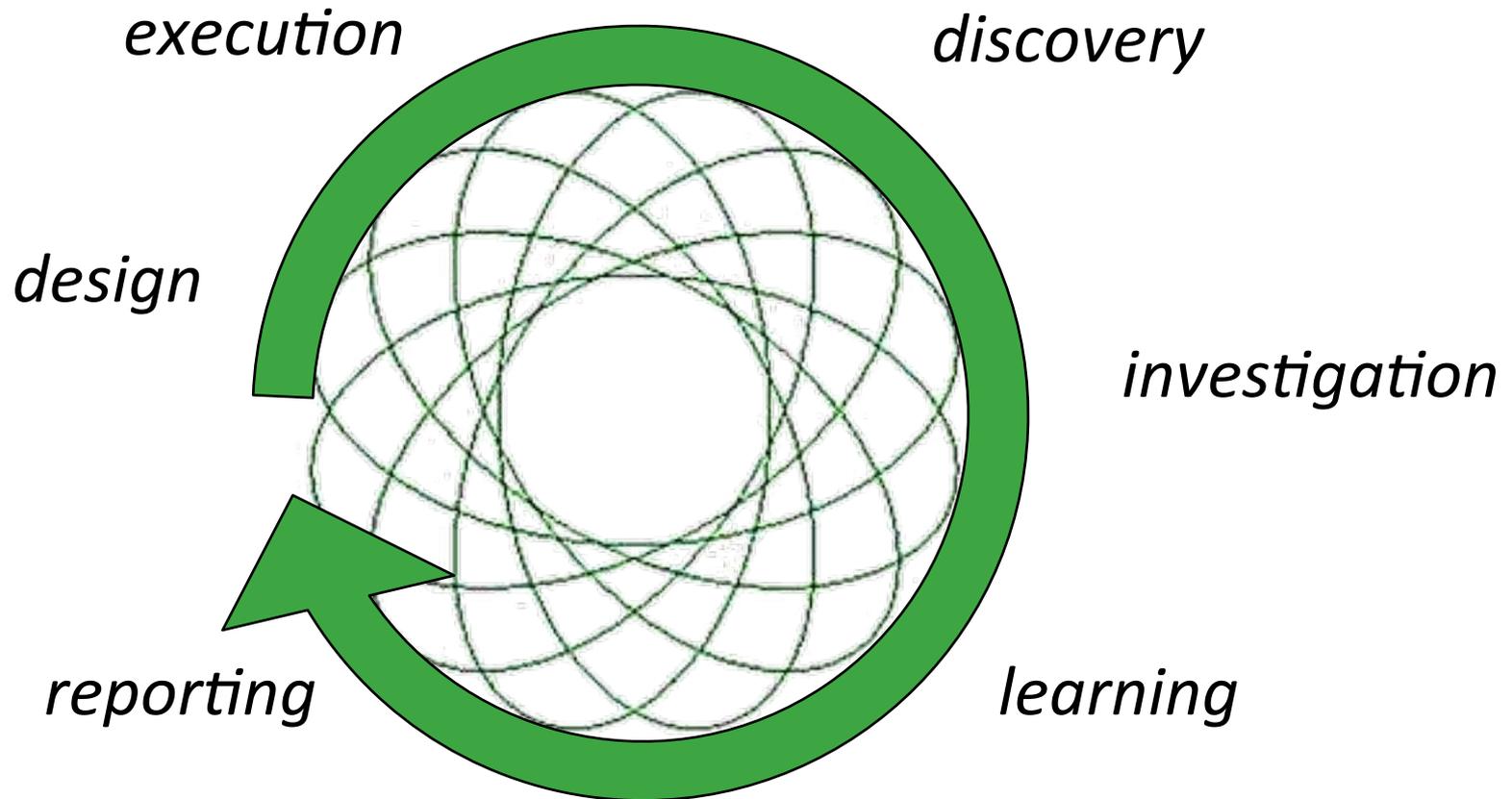
- **Evaluate**

- Apply oracles to detect bugs.

Provides a clear  
answer to the question

# Testing's Mission is Focused on *Learning*

Testers help to defend the value of the product by *learning* on behalf of our clients.





**PART 2**

# EXERCISE 2: OBSERVE AND COMPARE

**OBSERVE, DESCRIBE  
AND COMPARE TWO  
SEEMINGLY  
IDENTICAL THINGS:  
E.G. TABLE, WALL,  
CHAIR ....**

STRUCTURE

DOCUMENT PART OF A  
BUILDING(S) THAT  
MOST PEOPLE  
IGNORE (EXAMPLES  
INCLUDE THE CEILINGS,  
BATHROOMS,  
CORNERS,  
CLOSETS AND  
THE INSIDES OF  
DRAWERS). PAY  
ATTENTION TO  
THE HIDDEN  
PLACES.  
ALTERNATE:  
DOCUMENT THE  
CORNERS OF YOUR  
HOME.

**DEBRIEF**



**PART 3**

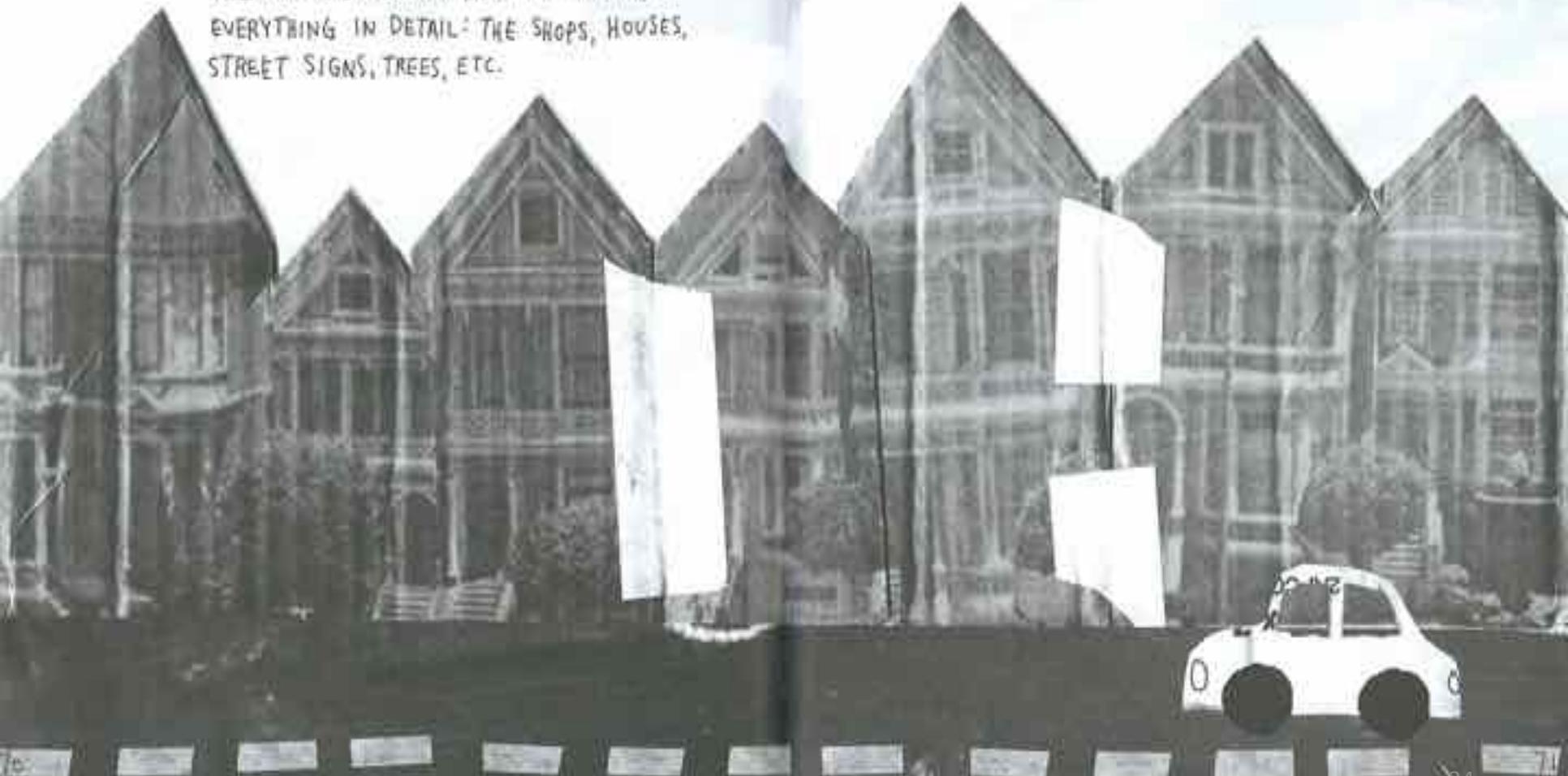


## YOUR FAVORITE STREET

GO TO YOUR FAVORITE STREET. (IF YOU CAN'T GO THERE PHYSICALLY, THEN YOU CAN VISIT IT IN YOUR MIND.)  
MAP IT OUT ON A PIECE OF PAPER.  
THEN DESCRIBE (OR OTHERWISE DOCUMENT) EVERYTHING IN DETAIL: THE SHOPS, HOUSES, STREET SIGNS, TREES, ETC.

EXPLORATION #21

# EXERCISE 3.1: SURVEY SESSION





# **SURVEY TESTING**

**ANY TESTING THAT HAS AS ITS PRIMARY GOAL LEARNING ABOUT THE DESIGN, PURPOSES, TESTABILITY, AND POSSIBILITIES OF THE PRODUCT. SURVEY TESTING TENDS TO BE OPEN AND PLAYFUL. IT PROVIDES A FOUNDATION FOR EFFECTIVE, EFFICIENT TESTING, LATER ON.**



# Heuristics: Generating Solutions Quickly and Inexpensively

- **Heuristic (adjective):**  
serving to discover or learn
- **Heuristic (noun):**  
a fallible method for solving a problem or making a decision

“Heuristic reasoning is not regarded as final and strict but as provisional and plausible only, whose purpose is to discover the solution to the present problem.”

George Polya, How to Solve It

# Concise Documentation



CDR-7	0-21	OFFLOAD LRV	LVR OPS OPERESS
	Open (Quad I thermal blanket •Drape tape over strut •Conting. tool to LM strut •Unstow aft deployment cable - drape over strut		
EVA1	<u>VERIFY:</u> •Walking hinge latches engaged •Fwd & aft chassis parallel to center chassis •LH & RH outrigger cables taut Deploy reel OPS tape, RH side & back away from deploy area		
	11-1-72	<u>VERIFY</u> LRV rotates outboard	

## The Cuff Checklist



# Want to cover the product?

## SFDIPOT

- Structure
- Function
- Data
- Interfaces
- Platform
- Operations
- Time

Remember: “San Francisco Depot”

# EXERCISE 3.2: SURVEY SESSION

- **GROUPS OF 4, WORK IN PAIRS**
- **OPEN REDNOTEBOOK**
- **DO A SURVEY SESSION**
- **USE SFDIPOT**
- **MAKE NOTES**



**DEBRIEF**



# Charter Patterns:

## Evolving test strategy

- Intake Sessions (Goal: negotiate mission)
  - “Interview the project manager about testing Xmind.”
- Survey Sessions (Goal: learn product)
  - “Familiarize yourself with Xmind.”
- Setup Sessions (Goal: create testing infrastructure)
  - “Develop a library of mindmaps for testing Xmind.”
- Analysis Sessions (Goal: get ideas for deep coverage)
  - “Identify the primary functions of Xmind.”
  - “Construct a product coverage outline.”
  - “Brainstorm test ideas.”
  - “Prepare a state model for state-based testing.”
  - “Perform a component risk-analysis to guide further testing.”
  - “Discover all the error messages in Xmind.”

# Charter Patterns:

## Evolving test strategy

- Deep Coverage Sessions (Goal: find the right bugs)
  - “Perform scenario testing based on the scenario playbook.”
  - “Perform a tour that achieves double-transition state coverage.”
  - “Perform steeplechase boundary testing on the major data items.”
  - “Test each error message in Xmind.”
  - “Perform a function tour using the 2300 node mindmap.”
- Closure Sessions (Goal: get ready to release)
  - “Verify the latest fixes.”
  - “Re-test tutorial with the latest build.”
  - “Review help files and readme.”
  - “Go over deferred bugs with Customer Support people.”
  - “Perform clean-machine install test.”

# PART 4



# EXERCISE 4: DEEP COVERAGE SESSION

- **GROUPS OF 4, USE REDNOTEBOOK**
- **USE YOUR MAP FROM EX. 3.2**
- **NOW TEST ONE SPECIFIC PART OF REDNOTEBOOK IN DETAIL:**  
**TEST THE FORMAT FUNCTIONALITY**
- **MAKE NOTES!**



**DEBRIEF**





# PART 5

EXPLORATION #30

## TRAVEL HISTORY

COLLECT OBJECTS THAT TELL A  
STORY OF YOUR TRAVELS. DOCUMENT  
WHERE YOU FOUND EACH OBJECT.



## EXERCISE 5.1: TRAVEL HISTORY

SOURCE: HOW TO BE AN EXPLORER OF THE WORLD - KERI SMITH

# **EXERCISE 5.1: TRAVEL HISTORY**

- **GROUPS OF 4, USE YOUR MAP FROM EX. 3.1**
- **WALK THE ROUTE ONCE MORE...**
- **TELL THE OTHERS IN YOUR GROUP ABOUT WHAT YOU HAVE SEEN AND DRAWN, WHAT DID YOU LEAVE OUT, THE CHOICES YOU MADE, WHAT IF YOU HAD MORE TIME?**



# To test is to construct three stories

## Level 1: A story about the status of the PRODUCT...

...about how it failed, and how it *might* fail...  
...in ways that matter to your various clients.

Product any good?

## Level 2: A story about HOW YOU TESTED it...

...how you configured, operated and observed it...  
...about what you haven't tested, yet...  
...and won't test, at all...

How do you know?

## Level 3: A story about the VALUE of the testing...

...what the risks and costs of testing are...  
...how testable (or not) the product is...  
...things that make testing harder or slower...  
...what you need and what you recommend...

Why should I be pleased with your work?

# **EXERCISE 5.2: TESTING STORY**

- **GROUPS OF 4**
- **USE YOUR NOTES FROM EARLIER EXERCISES WHAT DID YOU SEE? WHAT HAVE YOU TESTED?**
- **PREPARE A (WRITTEN OR ORAL) REPORT ON REDNOTEBOOK**
- **SOME GROUPS REPORT TO CLASS**

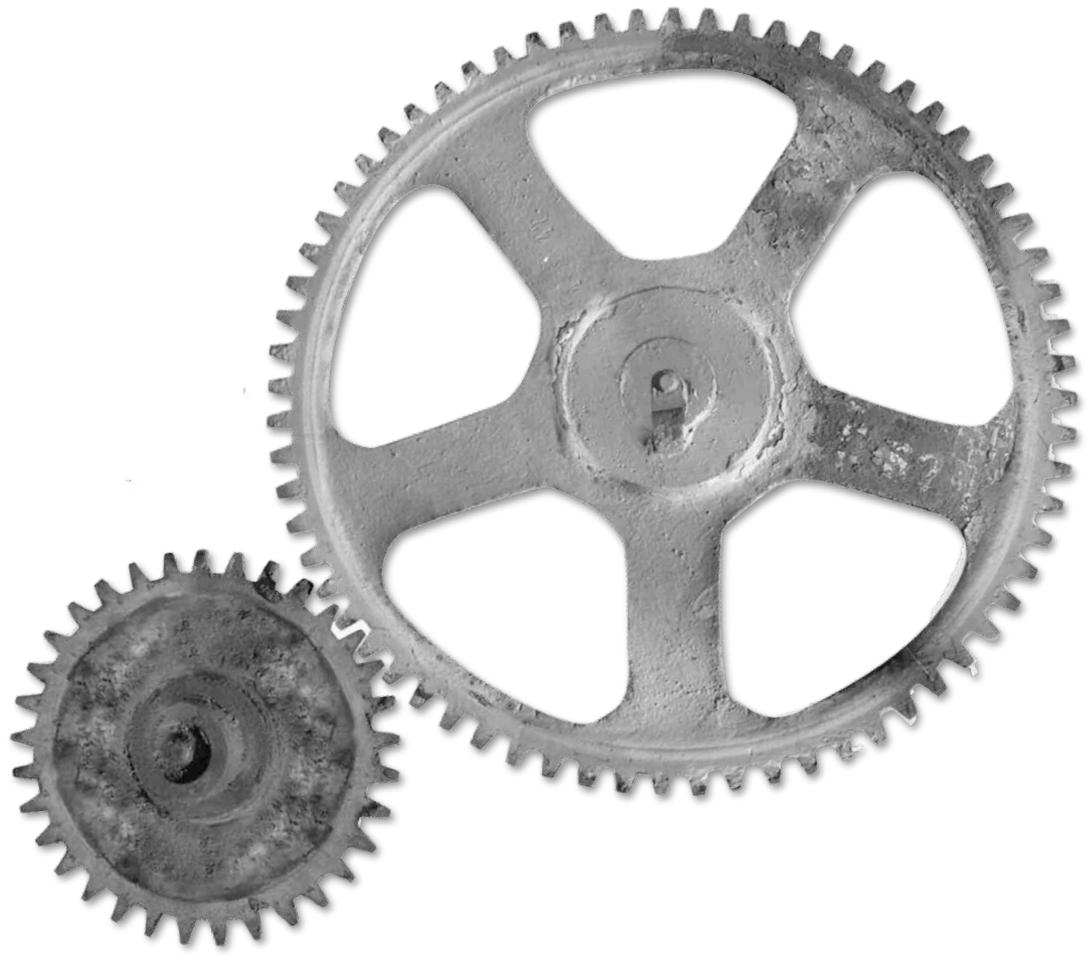
**DEBRIEF**



# **USING THE TESTING STORY**

- **BUILDING A STORY DURING TESTING**
- **STATUS**
- **WRAP-UP AND DEBRIEF**
- **REPORTING**
- **OVERVIEW AND INSIGHT**





**FINALLY**

## THE IMPORTANCE OF GETTING LOST

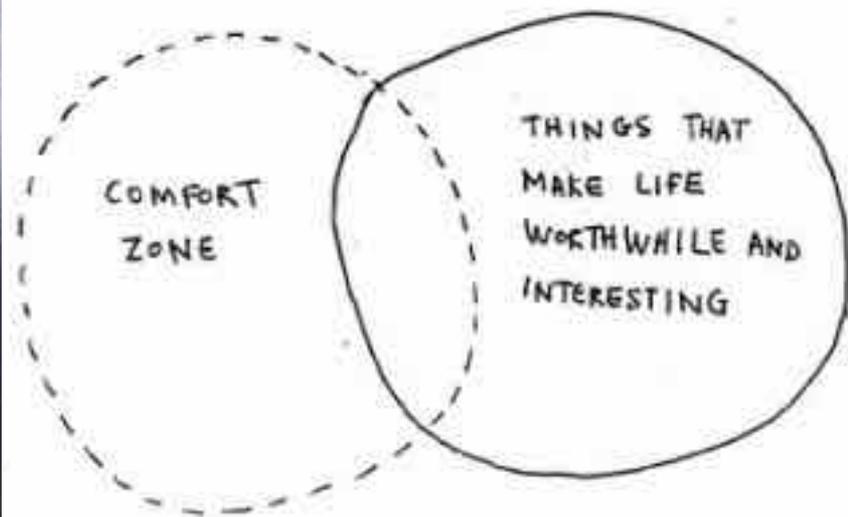
THE CLOSER MAN GETS TO THE UNKNOWN, THE MORE INVENTIVE HE BECOMES — THE QUICKER HE ADOPTS NEW WAYS. —BUCKMINSTER FULLER

TO ENTER INTO THE UNKNOWN (TO PARTAKE IN AN EXPERIMENT) INVOLVES A WILLINGNESS TO FULLY EXPERIENCE AND STUDY THINGS WE DON'T UNDERSTAND, AND TO EMBRACE THAT LACK OF UNDERSTANDING.

THERE ARE DIFFERENT WAYS OF "GETTING LOST." THERE IS THE LITERAL LOST, AS IN BEING LOST IN THE WOODS UNABLE TO FIND YOUR WAY BACK TO THE STARTING POINT, OR THERE ARE METAPHORICAL EXAMPLES OF BEING LOST: LOST IN ONE'S HEAD, A LOST SOUL, LOST IN TIME. IN THE CONTEXT OF EXPLORING WE CAN THINK OF IT IN TERMS OF "EXISTING IN A STATE WHERE YOU DO NOT KNOW EXACTLY WHERE YOU ARE HEADED." IN THIS SENSE WE MAY CHOOSE TO BECOME EITHER LITERALLY LOST, EXPLORING A PLACE WE'VE NEVER BEEN BEFORE, OR LOST IN THE SENSE THAT WE ENTER INTO A RELATIONSHIP WITH OBJECTS AND IDEAS WITHOUT KNOWING WHAT THE OUTCOME WILL BE.

## THE S.O.L.F. MANIFESTO

1. We declare the natural world as our playground in which every inch is to be explored and investigated.
2. In our explorations we promise to tread lightly on the earth.
3. We will attempt to pay attention to everything as if we have never seen it before.
4. We will use all of our senses during our travels.
5. We will not have a set agenda but remain open to the unexpected. (We will practice aimless wandering on a regular basis.)
6. We will pursue anything that piques our curiosity.
7. We will document our explorations.
8. We will incite our imagination as a means of reanimating the everyday world.
9. We will study and learn from all creatures we encounter.
10. We will come to understand that everything we see has a story.
11. We will make collections of things we find in the natural world in order to understand them better (while observing rule #2).
12. We have come to understand that the natural world is under threat by others who are damaging it. We of this secret order have chosen to take on the role of secret agent-fighting to care for the earth and attempting to teach others to do the same by sharing our ideas and findings (in a sometimes covert fashion).
13. We will share our symbol as one means of "spreading the word."
14. As explorers and sleuths we will find our own way of doing things.
15. And now we pass it on to you, to create your own order, to carry on our message or yours. Join the revolution.



**BE OPEN TO  
WHATEVER  
COMES  
NEXT.**

OBSERVE  
COLLECT  
ANALYZE  
COMPARE  
NOTICE  
PATTERNS

# **NEXT STEPS...**

- **PRACTICE, PRACTICE, PRACTICE!**
  - **NOTE TAKING**
  - **ALTERNATE APPROACHES: PLAYFUL VS. DELIBERATIVE**
  - **FOCUS AND DEFOCUS**
  - **CREATING TEST IDEAS FAST**
  - **COVERAGE REPORTING**
  - **(SELF) MANAGEMENT**
- **OBSERVE OTHERS TEST**
- **OBSERVE YOURSELF TEST**

**QUESTIONS?**

**REMARKS?**

**FEEDBACK?**

**ANYTHING ELSE?**

# LESSONS LEARNED?



# REFERENCES

- Some of these slides are taken from Rapid Software Testing by James Bach & Michael Bolton  
[http://www.satisfice.com/info\\_rst.shtml](http://www.satisfice.com/info_rst.shtml)
- Keri Smith  
<http://www.kerismith.com>  
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- “Evolving Understanding of Exploratory Testing” and “Structures of Exploratory Testing”  
<http://www.developsense.com/resources.html>
- Test cases are not testing: towards a culture of test performance by James Bach & Aaron Hodder  
<http://www.testingcircus.com/testing-trapeze-2014-february-edition/>
- Testing and Checking Refined  
<http://www.satisfice.com/blog/archives/856>
- Collected links on my website:  
<http://www.huibschoots.nl/links> (take a look at the social science section too)
- A lesson in exploratory testing  
<http://trishkhoo.com/2012/10/a-lesson-in-exploratory-testing/>

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