

Masters Course The Context of Embedded System Design, Module 0, Information

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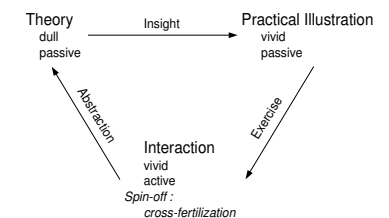
Abstract

Introduction to the Masters Course The Context of Embedded System Design

Distribution

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Information Masters Course The Context of Embedded System Design

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Abstract

The Masters Course The Context of Embedded System Design is a course for students following the masters “Embedded Systems”. The course material is based on the SARCH course *Systems Architecting*. However, more and shorter exercises are added, and a common case is used throughout the course.

The course addresses a wide spectrum of issues in relation with system architecture, such as: processes, business, role and task of the system architect (team), generic Developments (re-use, platforms) requirements, roadmapping, and skills.

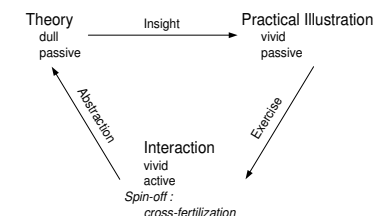
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Program

session	subject
lecture 1	introduction, requirements capturing
lecture 2	story telling, customer views
lecture 3	product creation in business context
lecture 4	roles and tasks in product creation
lecture 5	how to: document, present
lecture 6	roadmapping
lecture 7	product families, platforms
lecture 8	presentation by teams

Case: Intelligent Greenhouse

Teams of 3 to 5 students

Describe the context of the Intelligent Greenhouse,
one subject/section per week.

Every lecture one subject will be discussed.

Send the resulting section within one week to the teacher.

Filename: Team<Teamnumber>Subject<subjectnumber>

Filesize <100 kB prevent mailbox overflow :-)

At the end: present an overview to the Management Team.

Send complete description within two weeks to the teachers:

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Exercises Requirements

- 1 Describe a “Intelligent Greenhouse”: What does it look like, what can it do?
- 2 Identify Stakeholders and concerns
- 3 Discuss the technological opportunities and challenges
- 4 Make a key driver map

Exercises Story Telling

- 1 Create a story
- 2 Improve the story, with the criteria for stories in mind
- 3 Derive a case description from the story
- 4 Make a design to satisfy the case description

Exercises Product Creation

- 1 Identify the processes within your own company.
- 2 Make a design of the product
- 3 Make a work breakdown structure
- 4 Propose an organizational structure, quantify the size of the groups.

Exercises Roles and Tasks

- 1 Determine the most critical system functions and performance aspects
- 2 Propose an integration plan
- 3 Perform a risk assessment
- 4 Improve the organizational structure

Exercises Documentation and Presentation

- 1 Analyse the costs of the product creation, manufacturing and sales
- 2 Analyse the income
- 3 Make multi-year business forecast
- 4 Make a presentation outline for the presentation to the Board of Management

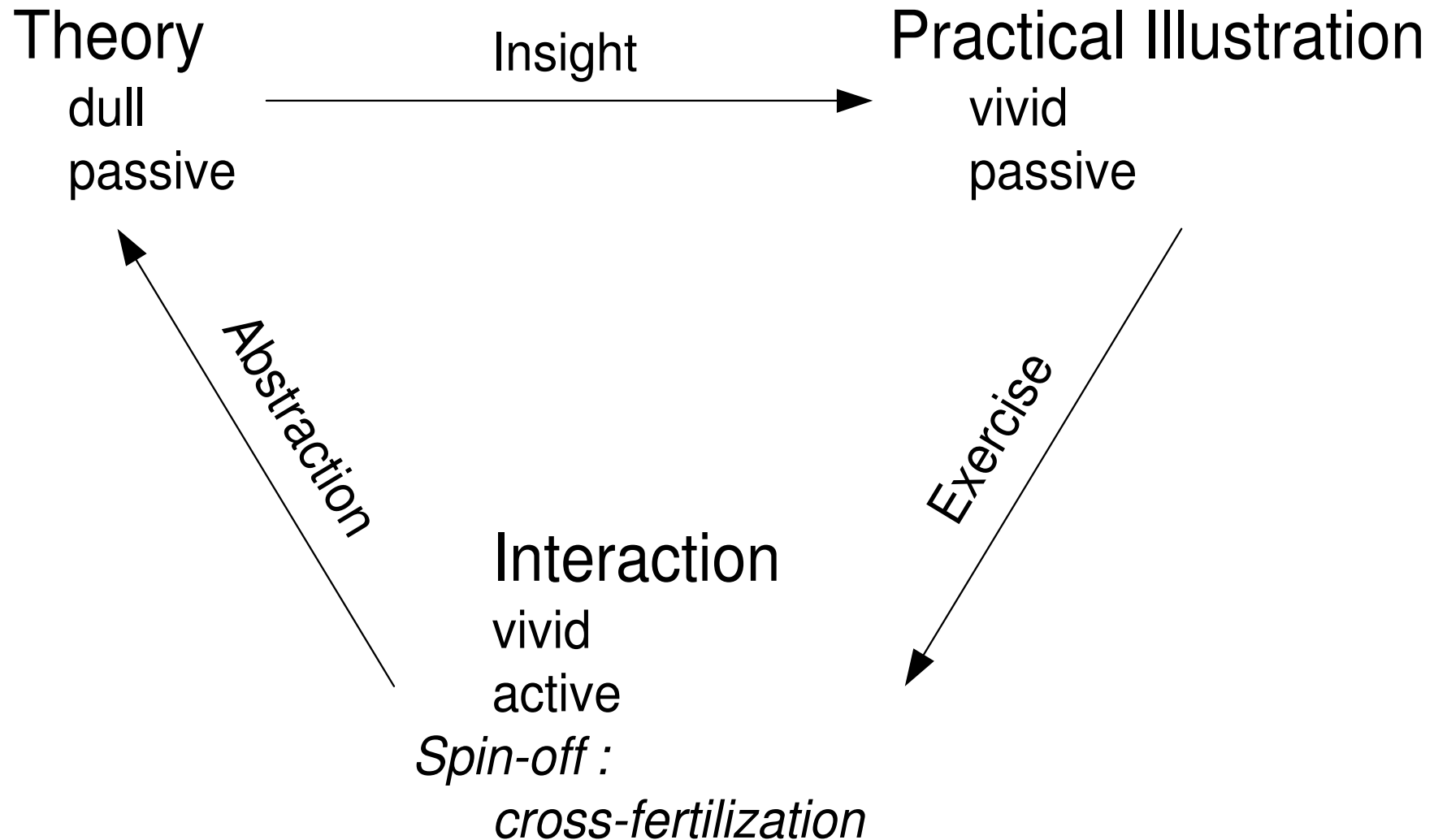
Exercises Roadmapping

- 1 Identify Market trends
- 2 Identify Technology Trends
- 3 Make a product roadmap proposal
- 4 Integrate Market, products, technology into 1 roadmap and identify Process and People issues

Exercises Product Families

- 1 Identify the members of the product family
- 2 Identify the synergy between the members of the family
- 3 Identify the member specific functionality
- 4 Propose a balanced product family approach

Structure



Rules of the Interactive Parts

- Your contribution is essential.
- Don't monopolize the time, everyone also the quiet people should have the opportunity to contribute;

The facilitator will intervene if the contribution is limited to a small group of participants.

- Respect the contribution of others;

Opinions can't be wrong, difference of opinion is normal and called plurality.

- The course format is highly experimental and based on improvisation, constructive proposals are welcome;

it is your course! Regular evaluations will give the opportunity to influence the rest of the course.

Rules of the Broadcast Parts

- Please write your questions/remarks/statements on yellow stickers and attach them at the end on the P-flip.

These will be used in the interactive section for discussion and to increase insight.

- Short clarification questions are welcome,
discussion will take place in the interactive part.
- Stupid questions don't exist. Learning is based on **safe** and **open** interaction.
Very individual oriented questions can be referred to a break or after the session.