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Alka R. Harriger, Editor

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A FEW WORDS FROM THE EDITOR

This issue of the *Journal of Information Systems Education* contains many practical and useful ideas of interest to a variety of IS educators. Given that President Bush has urged everyone to help improve the quality of our educational system, Dr. Doris Duncan's article, which discusses the need for certification of all teachers of information technology, seems very appropriate. Any IS educator who cringes upon hearing about another virus invading computer systems world-wide (or another computer-related ethical problem) should read Dr. Mark Smith's ideas on bringing professional ethics into the classroom. The global appeal of computers has created a number of college-level programs that teach non-IS majors about traditionally-IS topics. Dr. Janet Larabee and Dr. Karen Nantz show how to deliver one such topic, Information Resources Management (IRM), to non-IS business students. Finally, any IS educator that teaches a one-semester course on database management systems should review Dr. Hossein Saiedian's advice on a project that could help students gain a better understanding of the theoretical concepts covered.

In addition to the above refereed articles, this issue also contains a review by Dr. Mark Smith on an ethics book, a review on an electronic dictionary software package by Dr. Peter Kaunitz and Dr. Eli Cohen, a report from Dr. Don Dawley on the opportunities to participate in various EDSIG projects, and a status report by Ms. Kathryn McCubbin on the Faculty Advisory Network. If you or a colleague are interested in subscribing to this journal, please use the individual subscription form in this issue. Your library can subscribe by using the Library Subscription Form on page 37. There is also a *Call for Papers* for a special issue of *JISE* on expert systems and multimedia applications in education and training. Finally, a list of BITNET addresses of a number of people affiliated with *JISE* and EDSIG begins on page 33. If you would like to be added to the list or participate in any *JISE* activities, please contact me as soon as possible.

Before I close, I want to welcome Mr. Jon Kyle, our new Assistant Editor, to the editorial board. I also want to recognize the rest of the *JISE* staff (see inside front cover) for an outstanding job. Thanks to the generous donation of their time and devoted efforts, *JISE* is able to come to you on a regular and timely basis.

Alka R. Harriger

Alka R. Harriger, EDSIG Editor

GUIDELINES FOR A PRACTICAL APPROACH TO THE DATABASE MANAGEMENT SYSTEMS COURSE

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ABSTRACT: A one-semester Database Management Systems (DBMS) course has become quite common in the Computer Information Systems curriculum. The purpose of this paper is to share with the academic faculty of this discipline a project-intensive approach used to teach such a course. In the course described in this paper, the theoretical concepts of databases are presented in the classroom and students are requested to apply these concepts during the design process of a database project assigned. Students form teams, and each team designs, implements, maintains and documents a database for a small business enterprise. In this manner, students can encounter the idiosyncrasies of a practical database system development and reinforce many of the concepts studied in the classroom.

Guiding principles behind the design of this course are discussed and unique aspects of the course are explained. The database design life cycle used by the students is described. To manage the design process and to provide continuous feed back for the teams, the project is divided into six project parts. Each part is graded and given back to the teams before they complete the next part. A description of what each project part contains is provided.

KEYWORDS: Database Design, Team-Oriented, Project-Intensive

INTRODUCTION

Perhaps one of the most pressing problems in the effective use of computers today is organizing data to be responsive to the varying needs of users. Database Management Systems (DBMS) offer an irresistible method in solving this problem. They have been successful in providing an environment for organizing data and controlling complexity of data storage and retrieval.

It has become quite clear that during the last two decades, and perhaps long into the future, DBMS will both be the heart and the binding force of all large application developments in industry and business

communities. In September of 1981, Datamation reported that, the DBMS market was approximately 500 million a year and that it should experience a 25 to 30 annual rate of growth. Based on this estimate, the current DBMS market should be well over four billion dollars.

The Computer and Information Systems departments in universities and colleges not only should be sensitive to industry's data processing needs, but also should keep abreast of the industry's human resources. The above statements give a strong indication that from the viewpoint of the business community and industry, DBMS background and course work is

desirable and perhaps expected from new graduates in the field of Computer and Information Systems. This strong indication as to industry's preference is also evident from a study done by Archer [1]. Archer's study shows that business and industry consider DBMS as one of the most important courses in a list of common Computer Science and Information systems courses offered. Table 1 on the next page summarizes Archer's findings and suggests that a course in DBMS should be an important and integral part of Computer and Information Sciences curricula.

In addition to the above study, an index of articles in the ACM Computing

TABLE 1: QUESTIONNAIRE RESPONSES

Course	% Responding Yes to the Offering
Systems Analysis	93.5
File Processing	88.1
Database Processing	81.0
Data Structures	81.0
Management Information Systems	80.4
Distributed Processing	48.2
Statistical Methods	44.6
Assembly Programming	30.4
Computer Simulation Techniques	25.0
Symbolic Logic	21.4
Numerical Analysis	16.7
Linear Algebra	9.5
Calculus	4.8
Discrete Mathematics	4.8

Surveys (volumes 1-20, from 1969 to 1988) indicates that more than 20 of the papers that have been published in this important journal are about data management and organization. See Table 2 [2]. An analysis of published papers in this journal reflects the increasing interest in as well as the importance of the DBMS topic.

TEACHING APPROACHES

There are various approaches to teaching a DBMS course in colleges and universities. Some instructors discuss the theory of the databases and leave it to the students to apply the theoretical concepts when employed. Others may discuss the theory, design and implementation concepts but only in the traditional format of class-lectures. Both of these approaches have the advantage that there is easily enough time to present the major concepts of DBMS. The main disadvantage of these approaches is that teaching a DBMS course without an actual implementation is as good as teaching a guitar playing course by lectures only.

We have been teaching a project-oriented DBMS course which combines theory and practice. While the theoretical concepts of DBMS are presented in the classroom, the students are required to form database design teams to apply the learned concepts during the design phases of the database case project that is given to them during the first week of the classes. That is, the students apply the learned concepts by actually implementing and maintaining a database for a small business enterprise. The case project is developed in detail throughout the semester to ensure that all aspects of the database development process are addressed. In this manner, students can encounter the idiosyncrasies of a practical database system development and reinforce many of the concepts studied in the classroom. The students' response to this approach, which has been very positive, is reported later in this paper.

This course, which is a one-semester course taught twice a year is intended for senior/first-year graduate students majoring in Computer and Information Sciences and has demonstrated quite clearly

**TABLE 2: SUMMARY OF COMPUTING SURVEYS,
 VOLUMES 1-20 (1968-1988)**

Subject	Number	Percent	Number	Percent
Data Management/Organization	53	20.1	1715	21.5
Programming Methods/Testing	32	12.1	667	8.4
Modeling/Simulation/Evaluation	24	9.1	519	6.5
Programming Language	18	6.8	502	6.3
Theory of Computation	11	4.2	237	2.3
Artificial Intelligence	9	3.4	355	4.5
Software Engineering	2	0.8	83	1.0
Discrete Mathematics	1	0.4	15	0.2

that it is possible for one instructor to teach a project-intensive course in which students engage in all phases of a typical database development. The course is ordinarily taught to students who have learned to program and who have some knowledge of common data structures.

The purpose of this paper is to review the approach we have employed in hopes that it might be useful for those who are currently teaching a DBMS course or those who are planning to teach such a course in the future.

COURSE ORGANIZATION

Very broadly speaking, this course is organized as follows:

1. **Introductory Materials:** An introduction to basic terminology and concepts, file processing vs database processing, intended uses of DBMS, advantages of databases, importance of data independence, typical architecture of most database management systems, and so forth.
2. **Database Design Life Cycle:** A database design life cycle is provided which serves as the basis and guideline for the students' database project. This life cycle shows the required steps for building a database.
3. **Conceptual Modeling:** The importance of using a high-level data model is discussed. The basic concepts of the Entity-Relationship model (E-R) [3] as well as E-R diagramming techniques are presented.
4. **Logical Data Modeling:** A comparison of the three major implementation models (i.e., the relational, network and the hierarchical models) is provided. Advantages and disadvantages of these important models are discussed. It is shown how each logical concept from the E-R model can be represented in each of these three models. (The network and hierarchical models are covered more extensively later in the semester.)

5. **Relational Data Model:** We emphasize the use of the relational model and languages, and thus this model is discussed in greater detail. The main issues facing database designers are then presented. An in-depth discussion of the theory of functional dependencies, and the normalization techniques are included. (It is our experience that many of the important database concepts are best explained via the relational model.)
6. **Other Database Concepts:** The hierarchical and network models are revisited. Other database concepts and issues such as backup and recovery, concurrent access to the database, security, advances in database modeling (e.g., object-oriented databases), distributed database systems, and commercial DBMS are discussed later in the semester subject to the amount of time left.

DATABASE CASE PROJECT

The purpose of this course is to give students a broad background in DBMS issues as well as provide them with a real world experience in the design and development of a database. With these goals in mind, we feel that a team project is necessary.

During the first week of class, the course philosophy is explained to the students and they are asked to form 4-member database design teams. Each team elects a team leader who is responsible for coordinating the activities of other team members as well as communicating with the instructor.

There are several advantages to team projects:

- * Due to time constraints, most systems developed by industry are not designed and implemented by a single person. Students need to develop the coordinating and communication skills required in real-world environments. Thus, it is felt that students should have the

experience of developing a system with team approach.

- * The students must do their part of the project from another student's specification. This generates a substantive amount of discussion between students.
- * Because of the nature of developing a database in a team environment, other issues emerge. Within this frame work, students come to realize that effective communication is a must if groups and project teams are to be successful.
- * Students learn that they "can't do it all" and that they have to depend on each other. They learn to recognize and use their individual strengths and expertise. They also learn to recognize each team member's strengths and weaknesses.
- * Case projects tend to have "hidden" requirements which only emerge under diligent probing by team discussions.
- * Students are exposed to the challenges of integrating other individuals' work.

All of these benefits definitely outweigh problems involved in administering the project. (One of the common problems in administering a team project is to determine who did what, and whether all team members contributed equally. This issue is discussed later in this paper.)

The students are given two project choices as explained below (we make simplifying assumptions to keep the project from getting too large. Such assumptions must also be made in real world projects to conform to budget constraints):

1. A "Case Project Description" describing the operations of a small business enterprise is given to the students by the instructor. The project description requires students to consider designing a database that would address the information needs (e.g., information retrieval, storage, update; report-generation, etc.) of that enterprise. (The choice of

enterprise changes every semester. Currently we are considering a manufacturing company.)

2. Design teams are responsible for selection of a database project of an appropriate size from the local business community. To ensure that the database design process does not get out of control, the students are warned not to choose a large business.

The database design process is an art.

Both of the above two choices have their own advantage and disadvantage as explained below:

1. Choice 1 has the unique advantage that students have the project description in their hands and therefore do not have to make any trips off campus.

It has the disadvantage that team members very often need to make assumptions about the operations, problems and requirements of the enterprise that are not specified in the project description. Depending on the assumptions made, the design process may be oversimplified, unnecessarily too complicated, or inconsistent.

2. Choice 2 has the advantage that the students will have to deal with a real world situation and will realize how important it is to have good communication skills to interact with users who are often ambiguous and unclear as to what they need. Thus the students will gain important real-world experience while interacting with their client and will realize that no amount of lecturing is as effective as real life episodes.

The obvious disadvantage of this choice is that the team members have to make off campus trips during the design process.

Nevertheless, choices are made by the teams. The team members who have chosen the instructor's project will have to play the roles of both the client and the designer. Usually, teams that design a database for an actual business end up more satisfied with their end-product because of its realistic nature.

DATABASE DESIGN LIFE CYCLE

The database design process is an art. Generally speaking, it can be defined as the process of examining the requirements and building a conceptual schema that is a model of the business. The conceptual schema is then mapped into a logical model which in turn is mapped to physical structures.

The students are provided with a database design life cycle which they follow to design their databases. This life cycle has five major phases. A simplified version of the phases of this life cycle is briefly reviewed below:

1. Pre-Design Evaluation/
Requirements Analysis Phase

- * Organizational Survey: The team members study the operations of the business, identify its shortcoming and problems, determine what functions are performed, who performs the functions, what forms and documents are used and what procedures are followed.
- * Feasibility Study: The potential for using a database are investigated. It is determined if the database will be cost-effective.
- * Functional Analysis: The functions performed as well their input/output are specified. Who performs the function, how frequent, etc., are documented.

Tools and techniques used during this phase include: Questionnaires, interviews, observations, data flow diagrams, Warnier-Orr diagrams and

SADT. (Tools such as SADT, Warnier-Orr, data flow diagrams are described in [4].)

2. Conceptual Schema Design Phase

- * Data Collection/Data Dictionary: Properties of data elements that affect the database, e.g., type, format, size, etc. are documented. Data analysis is also done at this point and the relationship among the data (i.e., 1-1, 1-n and n-m relationships) is also documented. The end result is a data dictionary.
 - * Conceptual Schema Design: Entities are formed and an E-R diagram is produced. It is emphasized that E-R modeling is the key to the development of database. By using the basic constructs of the E-R model, the conceptual schema for the enterprise is established. This conceptual schema is used for clarifying communications with various people interested in the database being built and for developing improved approaches for the database design. Furthermore, the conceptual schema establishes a basis for speculating about the long-term changes in the database organization.
3. DBMS Selection Phase: A discussion of important factors that must be considered when selecting a DBMS such as suitability, user-interface, maintenance, and efficiency as well as the technical and economic issues are presented. For the class project, a relational DBMS is usually selected. Currently, we use DEC VAX Rdb database management system software.
4. Logical Data Modelling Phase: The conceptual schema (represented in terms of E-R diagrams) is mapped to the logical data model of the underlying database management system. For this course, the conceptual schema is mapped into relational database schemas. Algorithms for mapping E-R diagrams to relational schemas (as

well as to network and hierarchical schemas) are provided to the students.

5. Database Implementation Phase: The database is implemented. Criteria for implementation (e.g., response time, space utilization, etc.) are discussed and guidelines for implementing the system are provided. Importance of good user interface is discussed and students are recommended to provide good user interface for their database project. Some teams provide menu-driven and screen-oriented interfaces while others provide a query-driven interface.

Each project part will be turned in twice – once when it is initially created and once at the end of the semester as parts of the completed project.

STUDENTS' PROJECT ASSIGNMENTS

Each team is responsible for designing and implementing a database for the project they have chosen. To provide feed back for the students, projects are divided into six parts, numbered one through six.

Each project part will be turned in twice-- once when it is initially created and once at the end of the semester as parts of the completed project. It should be noted that we cover the material required for each part of the project well ahead of time so the students have sufficient time to digest the material before they apply it in a practical setting. In addition, homework problems are assigned so students can gain experience, for example in developing E-R diagrams. The instructor grades each project part and returns it to the teams along with an evaluation sheet. The evaluation sheet shows the grade for that project part and includes correction remarks, comments, and/or suggestions

for improving the project. Students are told that they can recapture lost points by making the necessary revisions to their completed project. The following is a brief description of what each team turns in throughout the semester:

1. Project Part 1: Report of Pre-Design Evaluation/Functional Specification

This part includes the following items:

- * A report describing the system requirements to be incorporated into the database. In addition, this report will serve as a basis for mutual understanding between the designers (i.e., students) and their clients.
- * A description of problem areas and recommendations for correcting these areas as well as information on performance requirements and preliminary design features for creating the database.
- * A statement concerning the feasibility of implementing the proposed system.
- * The costs involved in converting to a DBMS. The students are asked to make reasonable assumptions in stating the costs.
- * A set of functional specifications describing the major functions performed in the business, including the input and output of these functions and the frequency of use, users, and other relevant information about each function.
- * Sample transcripts showing a user's interaction and dialogue with the system. Upper and lower case or a similar convention is used to distinguish between what the user types and what the system types.

2. Project Part 2: Data Dictionary

The initial data dictionary for the database is turned in. Although in

practice a comprehensive data dictionary contains data attributes, relations, schemas, subschemas, and reports, for students' projects we settle for the data attributes only. (Relational schemas are turned in as a separate document.) The data dictionary will of course grow in entries over the semester.

Common attributes for each data dictionary item include: data name, aliases, data type, format, range, availability, security, dependencies, and comments. The data dictionary will serve as an integral tool throughout the design process.

3. Project Part 3: The Conceptual Schema (E-R Diagram)

Based on the outputs of phases one and two, each team creates a conceptual schema using the E-R model. The E-R diagram most generally will change slightly as the students better understand the project. Students are encouraged to employ the enhanced features of E-R model when diagramming. (Enhanced features of E-R model are in given in [5].)

4. Project Part 4: Data Dependencies

For this part, the students are required to discover and document all dependencies between data attributes. The dependencies are normally determined in conversations between students and their clients. Students are also asked to make reasonable assumptions about data dependencies and clearly document their assumptions.

5. Project Part 5: Relational Schemas

For this part, the students create a relational database schema from the E-R diagram as well as using the data dependencies of the previous project. Once the relational schemas are determined, the relations are normalized to achieve the desired normal form, usually the Boyce-Codd Normal Form (BCNF).

Students are taught and are asked to use both the decomposition

technique [6] as well as the synthesis algorithm [7] and compare the result of the two. Since the output of the synthesis algorithm may not be in BCNF, some teams use this algorithm to generate Third-Normal Form (3NF) schemas and then use the decomposition technique to achieve BCNF.

For each relational schema, students define the attributes, functional dependencies (FD's), multivalued dependencies (MVD's) if any, integrity constraints, candidate key(s), and foreign key(s). Normally, each database has around 10-12 relational schemas.

6. Project Part 6: Implementation

The students first create relational schemas in the chosen DBMS and then implement the database by creating empty tables, and then adding data. Students test their database to make sure that they can update (i.e., insert, delete, and modify) tuples, and query the database for relevant information.

Students must enforce key, entity, and referential integrity constraints. Key integrity constraint means that the primary key of each relation must always have unique value. Entity integrity constraint means that no attribute participating in a primary key should be allowed to have null values while referential integrity constraint implies that foreign key attributes should have values that match the values of the corresponding attributed in the base relation or else should have null values.

In addition to the above, each team is required to do the following:

1. Give a team-organized formal presentation to the entire class. Presentations consist of a description of the structure of the designed database and the team's approach in designing it. The instructor as well as other students are allowed to ask questions.

2. Give a team-organized demonstration of the implemented database. Since integrity constraints are of particular importance, the instructor always verifies that they have been implemented and are functioning correctly.

EVALUATING STUDENTS' PERFORMANCE

Students' grade are determined by the following two factors:

- * Classroom examinations (two intermediate tests and one comprehensive final) which count towards 50 of students' grade, and
- * Database project (design, implementation, operation, and documentation of a database system) which counts towards the other 50.

Each part of project is graded based on accuracy and completeness of its content as well as its organization (e.g., appropriate title, section and paragraph names) and appearance (e.g., consistent page numbers). Each graded part is given back to the students who then make the necessary corrections and modifications. At the end of the semester, all project parts are assembled and resubmitted as the final version of the project. The final project is once again graded for completeness and consistency. Students are encouraged to create professionally-looking documents, not only for their clients, but also for communication among themselves. Portfolios, labeled theme binders, etc., are recommended to the students and it is suggested that each part of the project be preceded by a narrative which explains the content and purpose of that part.

Administering and grading a team project can be difficult. The instructor has to find ways to evaluate the performance and contribution of each individual student. A useful method that we have been using is to have each student:

- * write a description of what he/she has done for the project,
- * evaluate the project by pointing out to its strengths and weaknesses and

- * briefly explain how differently the student would have approached the project if he/she had to do it again.

Each student's response to the above questions normally provides a good indication of how actively he/she has participated in the project.

In addition to the above, students are asked at the beginning of the semester to keep a log. Students are told that it is a good idea to maintain a log of the time they spent on the project and a description of what they did during that time. The logs also helps students see how they spend their time and helps them make better predictions of the time needed by the different phases of the design and development. Yet another approach is to ask the team members to evaluate each other.

STUDENTS' RESPONSE

Students' response to this course has been very positive and most have rated the class among the most valuable course they completed. Although sometimes the students complain that there is too much work involved, they have consistently appreciated the application of the theory that they learn in the classroom, i.e., taking an entire system through design, implementation, operation, and documentation, and often have told us that this course is exactly the kind of training they should have.

A COMMENT ABOUT THE TEXTBOOK

There are a number of good database textbooks. The following is a list of the books that we have directly or indirectly used for instructions:

1. Kroenke, D.M. and Dolan, K.A.: Database Processing, Third Edition, SRA, 1988.
2. Korth, H. and Silberschatz, A.: Database System Concepts, McGraw-Hill, 1986.
3. Date, C.J: An Introduction to Database Systems, Volume I, 5th Edition, Addison-Wesley, 1990.

4. Elmasri, R. and Navathe, S.B.:
Fundamentals of Database Systems,
Benjamin-Cummings, 1989.

Although the first three books are well-established database textbooks, we find the last book (by Elmasri and Navathe) well-organized and well-written. Elmasri and Navathe cover the material in the order and depth needed at this level as well as covering the state-of-the art topics in databases and provide a comprehensive reference on this field. We strongly recommend this book to other database instructors. (An excellent review of this book is given by Henry A. Etlinger [8].)

CONCLUSION

It has been our aim to provide database students with a real-world and hands-on experience in a database course. The students are exposed to the challenges of working in teams to develop a database to address the information needs of a small business enterprise. Within very broad

limits, students are responsible for defining a problem, design a solution to that problem, implementing and documenting their solution at the end of the semester. The development of this course has been a real learning experience for us and we hope that this paper will provide a few suggestions to those who are or will be teaching a DBMS course.

Acknowledgment. The author is grateful to the anonymous referees and Prof. Harriger (JISE Editor) for their constructive comments.

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