SE, IS & (FL)OSS @ EASE

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SE & 15?

1.4	Artificial Intelligence	2.4%	0.5%	4.9%	6.4 6.5	Personnel issues Acquisition of (Packaged/Custom) Software	0.2%	0.3% 0.5%	2.3%
2.0	Computer Concepts	28.7%	10.9%	0.0%	7.0	Organizational concepts	0.3%	1.9%	65.6%
2.1 2.2 2.3 2.4	Computer/hardware principles/architecture Intercomputer communication (networks, distributed systems) Operating systems (as an augmentation of hardware) Machine/assembler-level data/instructions	10.2% 17.7% 0.80% -	- 9.5% 1.4% -		7.1 7.2 7.3 7.4 7.5	Organizational Structure Strategy Alignment (incl. business process reengineering) Organizational learning/knowledge management Technology transfer (incl. innovation, acceptance,	- - - - 0.1%	0.5% - 0.5% - 0.3%	5.0% 6.6% 6.9% 4.4% 19.4%
3.0	Systems/software concepts	19.1%	54.8%	6.4%	7.6	adoption, diffusion) Change management	_		1.6%
3.1 3.2 3.3 3.4	System architecture/engineering Software life cycle/engineering (ind. requirements, design, coding, testing, maintenance) Programming languages Methods/techniques (incl. reuse, patterns, parallel	0.48% - 3.8% 3.8%	1.9% 8.7% 3.8% 18.2%	2.9% 1.4% 1.4% 0.2%	7.7 7.8 7.9 7.10 7.11	Information technology implementation Information technology usage/operation Management of "computing" function IT Impact Computing/information as a business	0.2%	0.3%	1.6% 24.4% 11.6% 15.3%
3.5 3.6 3.7 3.8	processing, process models, data models) Tools (incl. compilers, debuggers) Product quality (incl. performance, fault tolerance) Human-computer interaction System security	5.3% 1.8% 3.2% 0.80%	12.2% 8.4% 1.1% 0.5%	0.2% 1.4% 1.4% 0.2%	7.12	Legal/ethical/cultural/political (organizational) implications	-	0.3%	3.4%
4.0	Data/information concepts	15.4%	7.6%	3.0%	8.0	Societal concepts	-	0.3%	1.4%
4.1 4.2 4.3 4.4 4.5	Data/file structures Data base/warehouse/mart organization Information retrieval Data analysis Data security	1.9% 8.4% 4.0% 0.64% 0.48%	0.8% 4.6% 1.4% 0.5% 0.3%	- 1.6% 0.4% 0.6% 0.4%	8.1 8.2 8.3 8.4	Cultural implications Legal implications Ethical implications Political implications	-	- - - 0.3%	0.2% 0.2% - 1.0%
5.0	Problem domain-specific concepts	21.5%	2.7%	6.4%	9.0	Disciplinary issues	-	3.5%	4.3%
5.1 5.2 5.3 5.4 5.5	Scientific/engineering (incl. bioinformatics) Information systems (incl. decision support, group support systems, expert systems) Systems programming Real-time (incl. robotics) Edutainment (incl. graphics)	0.48% 0.64% - 0.16% 20.2%	0.3% 1.6% - 0.5% 0.3%	- 6.4% - - -	9.1 9.2	"Computing" research "Computing" curriculum/teaching	-	1.1% 2.4%	3.3% 1.0%
	Source: Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. <i>Communications of the ACM, 47</i> (6), 89–94.								

CS

14.7%

5.8%

6.7%

SE

5.9%

0.5%

4.9%

IS

5.9%

0.2%

0.8%

6.0

6. I

6.2

6.3

management)

Process management

Topic Categories

Systems/software management concepts

Project/product management (incl. risk

Measurement/metrics (development and use)

CS

0.2%

SE

11.5%

3.3%

2.2%

6.2%

IS

6.8%

3.1%

0.6%

0.8%

Topic Categories

Problem-Solving Concepts

Mathematics/Computational Science

Methodologies (object, function/process,

information/data, event, business rules, ...)

1.0

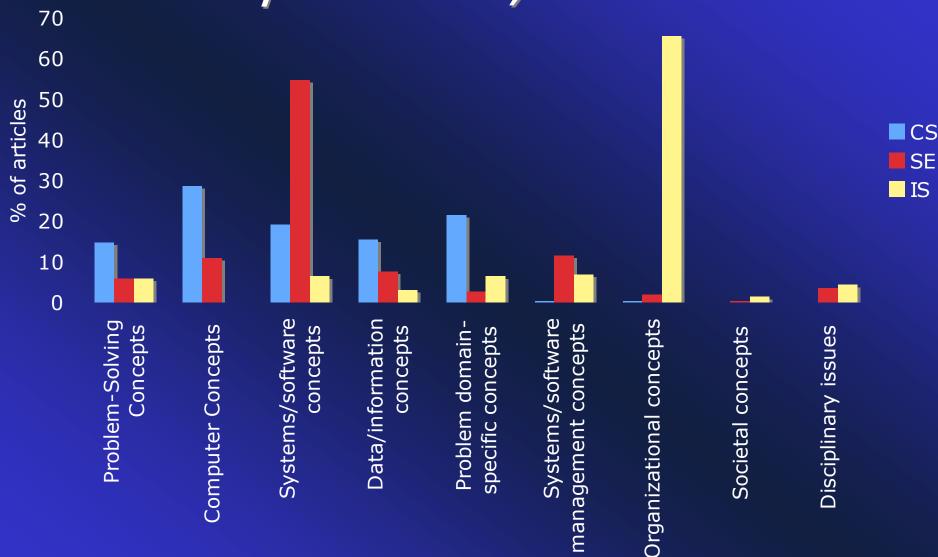
LI

1.2

1.3

Algorithms

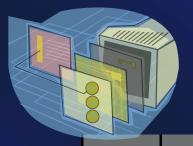
Topics in CS, SE & IS

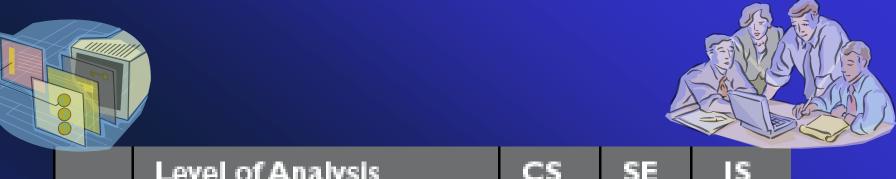


Source: Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. *Communications of the ACM, 47*(6), 89–94.

	Research Approach	cs	SE	IS
Descriptive:		9.9%	27.9%	9.0%
DS DR DO	Descriptive System Review of Literature Descriptive Other	4.1% 0.6% 5.1%	8.1% 1.6% 18.2 %	2.7% - 6.3%
Evalua	Evaluative:		13.8%	66.8%
ED EI EC EO	Evaluative-deductive Evaluative-interpretive Evaluative-critical Evaluative-other	1.1% - - 9.9%	4.3% < 1% 1.4% 7.3%	46.7% 4.7% - 15.4%
Formu	lative:	79.1%	55.3%	24.2%
FEGMEF	Formulative-concept Formulative-framework Formulative-guidelines/standards Formulative-model Formulative-process, method, algorithm Formulative-classification/taxonomy	17.0% 2.4% 0.6% 5.7% 52.6% 0.8%	3.0% 4.1% 4.3% 9.8% 36.0% 1.1%	1.0% 2.5% 0.8% 12.5% 4.7% 2.7%

Source: Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. *Communications of the ACM, 47*(6), 89–94.



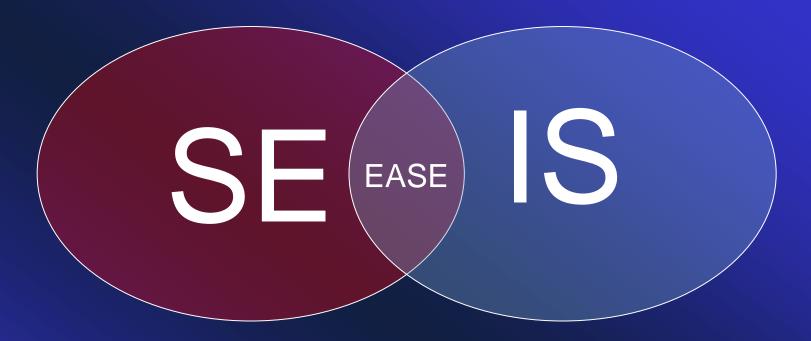


	Level of Analysis	cs	SE	IS
SS	•	- .32% - - - 1.91% 38.85% 5.57% 53.34%	0.27% 2.4% - 2.2% 4.1% 1.4% 1.4% 10.6% 27.9%	3.1% 1.8% 5.1% 25.6% 8.8% 10.9% 23.8% 8.8% 7.2% 4.9%
	component agonum			

Source: Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. Communications of the ACM, 47(6), 89–94.

	Research Method	cs	SE	IS
AR	Action Research	-	0%	0.8%
CA	Conceptual Analysis	15.1%	43.5%	14.7%
CAM	Conceptual Analysis/Mathematical	73.4%	10.6%	12.1%
Cl	Concept Implementation (Proof of Concept)	2.9%	17.1%	1.6%
CS	Case Study	0.2%	2.2%	12.5%
DA	Data Analysis	0.2%	2.2%	5.3%
ET	Ethnography	-	-	0.2%
FE	Field Experiment	-	<1%	1.6%
FS	Field Study	0.2%	<1%	24.5%
GT	Grounded Theory	-	<1%	0.2%
HE	Hermeneutics	-	<1%	-
ID	Instrument Development	-	-	3.5%
LH	Laboratory Experiment - Human Subjects	1.8%	3.0%	16.2%
LR	Literature Review/analysis	.3%	1.1%	0.8%
LS	Laboratory Experiment - Software	1.9%	<1%	0.6%
MP	Mathematical Proof	2.4%	<1%	0.2%
PA	Protocol Analysis	-	-	1.2%
SI	Simulation	1.8%	1.1%	1.4%
ES	Descriptive/Exploratory Survey	-	1.6%	2.7%

Source: Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. *Communications of the ACM, 47*(6), 89–94.



- Systems and software
- **♦** Formative
- Abstract concept/ computing element
- Conceptual analysis

- Organizational concepts
- **+** Evaluative
- Organizational/ individual
- Field study/experiment

	Reference Discipline	cs	SE	IS
CP	Cognitive Psychology	0.80%	0.54%	10.7%
SB	Social and Behavioral Science	-	0.27%	9.0%
SC	Science	0.96%	0.27%	-
EC	Economics	-	-	11.1%
MG	Management	-	0.27%	18.0%
MS	Management Science	-	0.27%	6.6%
MA	Mathematics	8.60%	-	-
OT	Other	0.32%	0.27%	12.5%
NA	Not applicable	-	-	4.9%
SR	Self-Reference	89.33%	98.1%	27.2%

Source: Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. *Communications of the ACM, 47*(6), 89–94.

FLOSS

FLOSS = Data

Editorial: Open Source and Empirical Software Engineering

Until recently, few of the empirical software engineering research community took open source software as an object of study seriously. To many, it was one step up from studying student projects, and the "real action" was almost always with commercial software products. When queried, the typical response was that open software products weren't used seriously, and perhaps that open source represented an unrepresentative software development "niche" that had little societal relevance (read that as "insignificant").

That was then and this is now.

As empirical software engineers, we should embrace this development. Suddenly one of the greatest obstacles in the way of empirical software engineering has been cleared! Not only is source code available, but also defect reports, update logs, etc. For a change, we can now focus on the analysis rather than the data collection. At the same time, we can no longer claim lack of progress on the "inability to gather data due to proprietary restrictions". The burden is now on us.

SourceForge



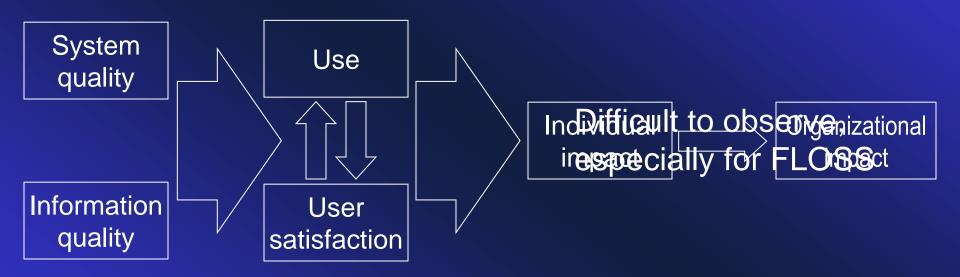
Our* research question

What work practices make some FLOSS teams more effective than others?

*Our = Kevin Crowston, Hala Annabi, James Howison, Chengetai Masango, Yeliz Eseryel, Kangning Wei and Qing Li Partially supported by US NSF Grants 03-41475 and 04-14468.

Success measures in IS

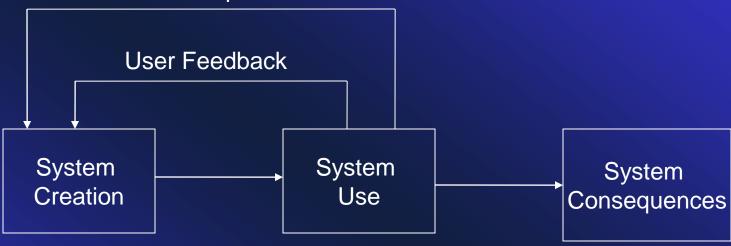
DeLone & McLean (1992):



Seddon (1997): system quality, information quality, perceived usefulness, user satisfaction, and IS use

Our success model

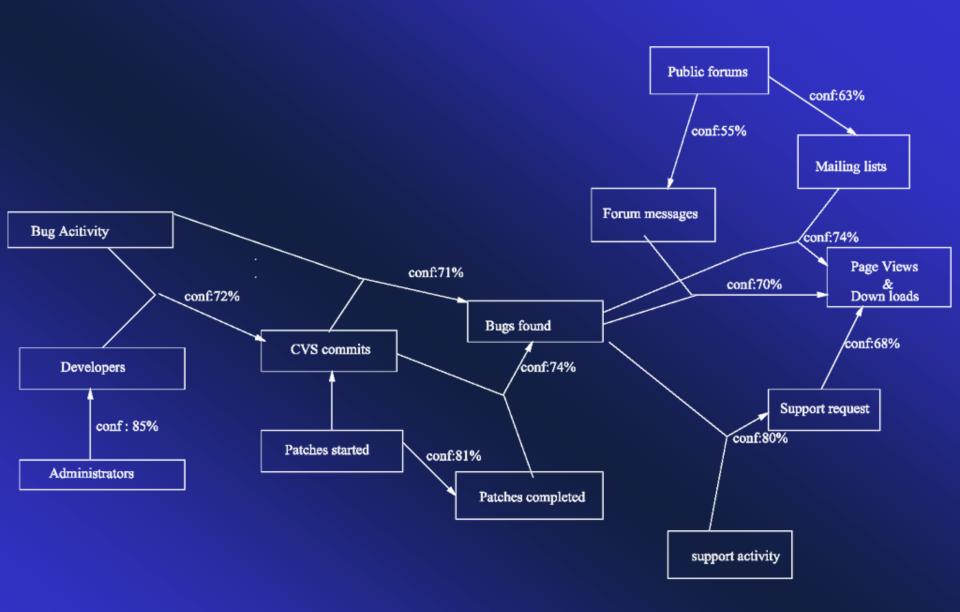
User & Co-developers Contribution



- Project completion
- Progress of process
- Number and frequency of releases
- Number of developers

- Users
- "Popularity"
 - Downloads
 - Page views

- Meets development goals
- Developer satisfaction



Source: Chawla, S., Arunasalam, B., & Davis, J. (2003). Mining open source software (OSS) data using association rule network (Technical Report No. 535). Sydney: School of Information Technologies, University of Sydney.

Hackman's Group Effectiveness Model

Organizational context

A context that supports and reinforces competent task work, via:

- Reward system
- Education system
- Information system

Group design

A design that prompts and reinforces competent work on the task, via:

- Structure of the task
- Composition of the group
- Group norms about performance processes

Coordination theory

gains

Collective mind

Group effectiveness Process criteria Task output acceptable to of effectiveness those who receive or Level of effort brought to review it bear on the team task Capability of members to Amount of knowledge and work together in the future skill applied to task work is maintained or Appropriateness of the task strengthened performance strategies Members' needs are more used by the team satisfied than frustrated by the group experience Material resources Group synergy Assistance to the group by Sufficiency of material nteracting in ways that: resources required to Reduce process losses accomplish the task well and Create synergistic process on time

Task Structure: Coordination theory

- Addressing task structure through Coordination Theory (Malone & Crowston, 1994)
 - Actors in organizations face coordination problems arising from interdependencies that constrain how tasks can be performed
 - Coordination problems require additional work in the form of coordination mechanisms

Propositions:

- Teams with task structures and practices that minimize dependencies will be more effective
- Teams with coordination practices to manage dependencies will be more effective

Team synergy: Collective Mind

- Addressing Team Synergy through "Collective Mind" (Weick & Roberts, 1993)
 - # Subordination (Alignment)
 - # Contribution
 - # Representation
- **Propositions**
 - # Teams with more highly developed shared mental models will be more effective.
 - Teams which are able to align individual goals and team goals will be more effective
 - Teams with higher levels of socialization, conversation and narration will display more highly developed shared mental models

Practices of interest

- Team social structure
- Coordination of tasks
- Development of collective mind, rules and norms
- Team leadership
- Member recruitment and socialization

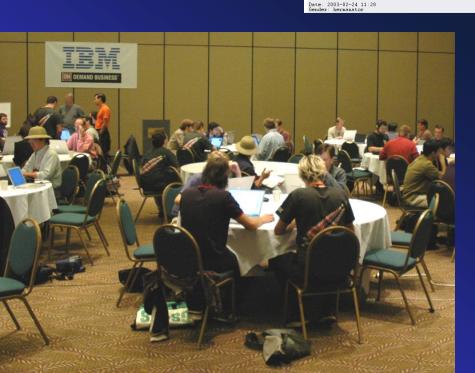
[686314] New incoming convo takes focus

onitor this Tracker item after you login (register an account, if you do not already have one). By: passo (poppins24m) 2003-02-13 16:44 ed By: Date Last Updated: omment added 2003-05-05 17:23 Group: Priority: onymous (nobody) Resolution Accepted ng convo takes focus n2000 /ping to a buddy (aim) and another buddy he first message of a conversation, the focus om my text box and placed on the newly). So, my continuing to type is futile. is new to Alpha 5. Message 3-05-05 17:23 schiere : YES 8833 his might be fixed in 0.63 3-04-05 16:18 ermanator : YES 13964 the case.. re-opening 3-04-05 11:35 schiere : YES _8833 Gain $0.60\ \mathrm{has}$ been released. This makes your bug report out of date.

<?php

abook_local_file.php

QuickTime™ and a TIFF (LZW) decompressor are needed to see this picture.



```
* Copyright (c) 1999-2005 The SquirrelMail Project Team
* Licensed under the GNU GPL. For full terms see the file COPYING.

* @version $Id: abook_local_file.php,v 1.35 2005/03/20 10:06:45 tokul $
* @package squirrelmail
* @subpackage addressbook

*/

/**

* Backend for address book as a pipe separated file
* Stores the address book in a local file

* An array with the following elements must be passed to
* the class constructor (elements marked ? are optional):
* 
* filename => path to addressbook file
* ? create => if true: file is created if it does not exist.
* ? umask => umask set before opening file.
* ? name => name of address book.
* 

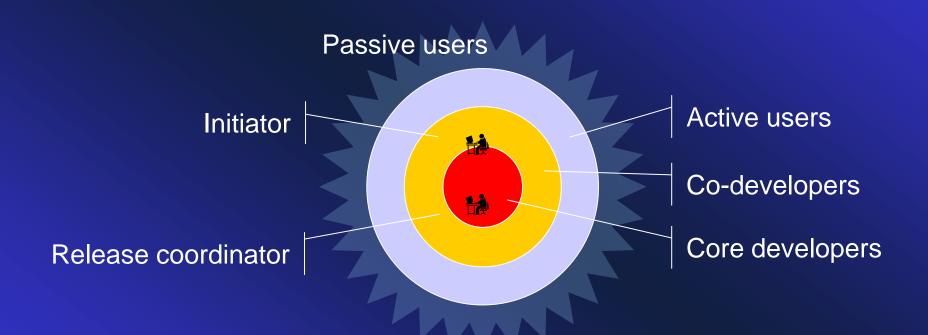
* @package squirrelmail
* /
class abook_local_file extends addressbook_backend {
...

* ...

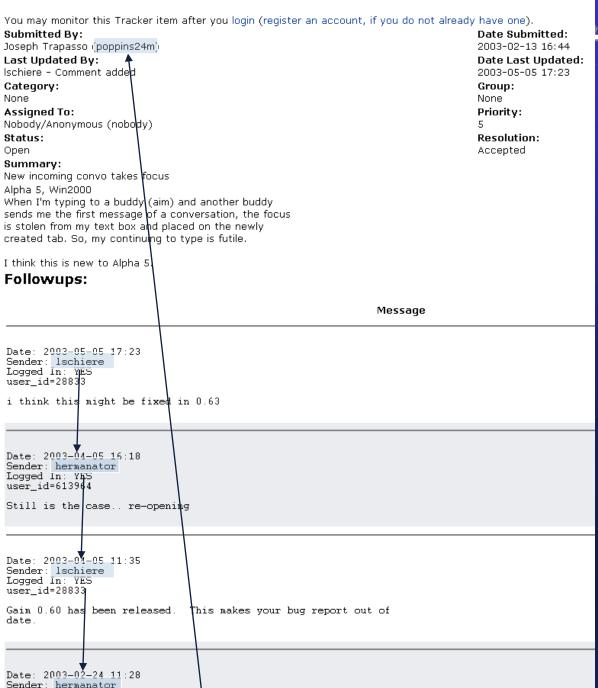
* Class abook_local_file extends addressbook_backend {
...

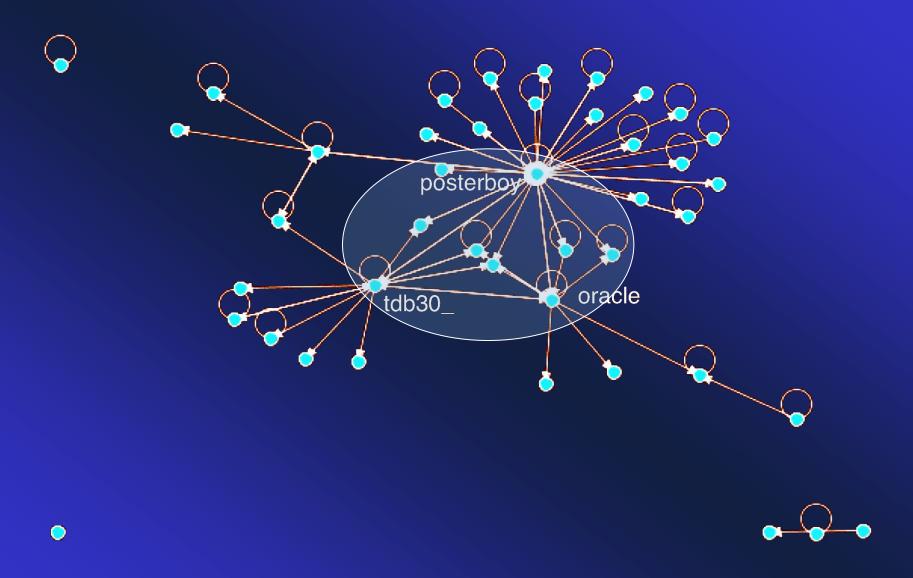
* ...
```

Team structure



[686314] New incoming convo takes focus You may monitor this Tracker item after you login (register an account, if you do not alrea

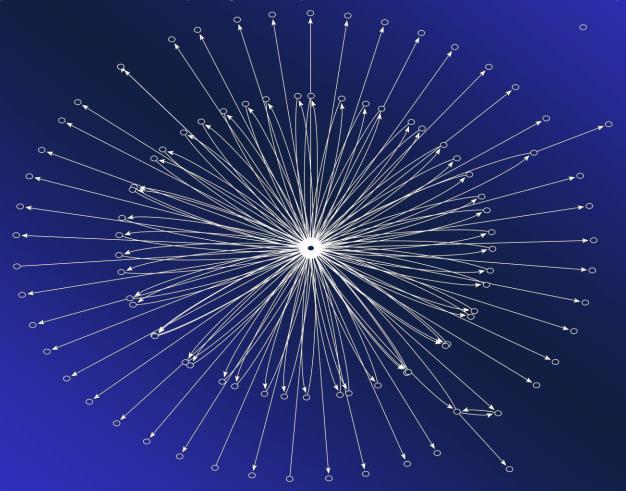




Plot of bug report interactions for openrpg project (Netminer)

Team structure

→ A highly centralized project (centralization = 0.922)



Plot of bug report interactions for Curl project

Submit New | Browse | Admin | Search

Missing port in Host header

problem with SSL3

bad Host: port when proxy is used

URLs with just a password don't work

Sending authentication data to other servers

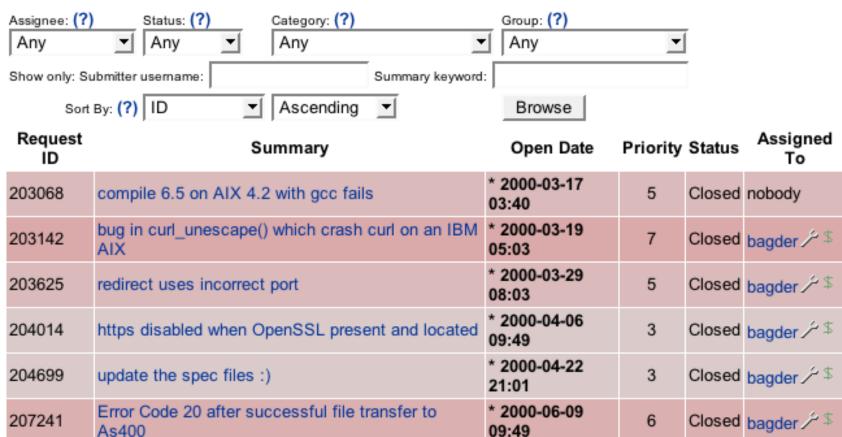
209737

210105

210332

210734

211353



* 2000-07-18

* 2000-07-23

* 2000-07-27

* 2000-07-31

* 2000-08-07

06:39

23:38

00:19

20:15

23:15

5

5

7

3

4

Assigned

Closed bagder / \$

Closed bagder / \$

Closed bagder * bagder * 5

Closed bagder 1 \$ bagder 1 \$

Closed bagder / Inobody

Submitted

By

bagder / \$

nobody

idcmp

allisonb

idcmp

nobody

geekatcmu

mdowell

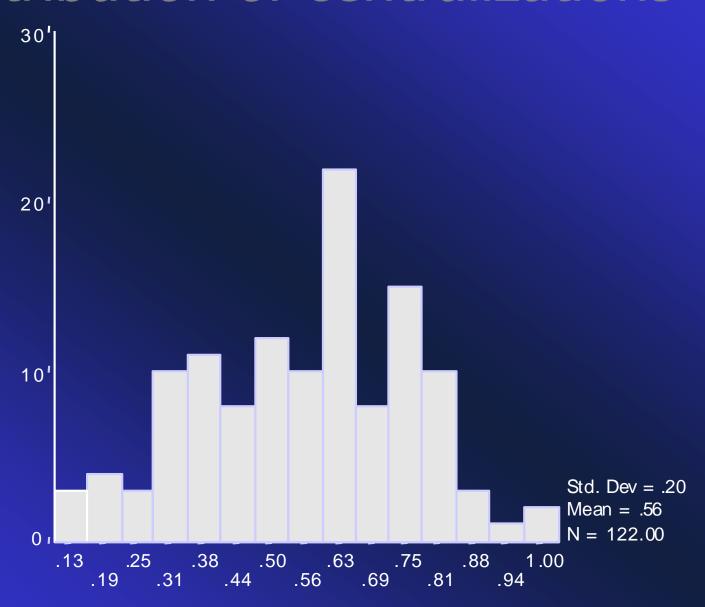
Team structure

→ A non-centralized project (centralization = 0.377)

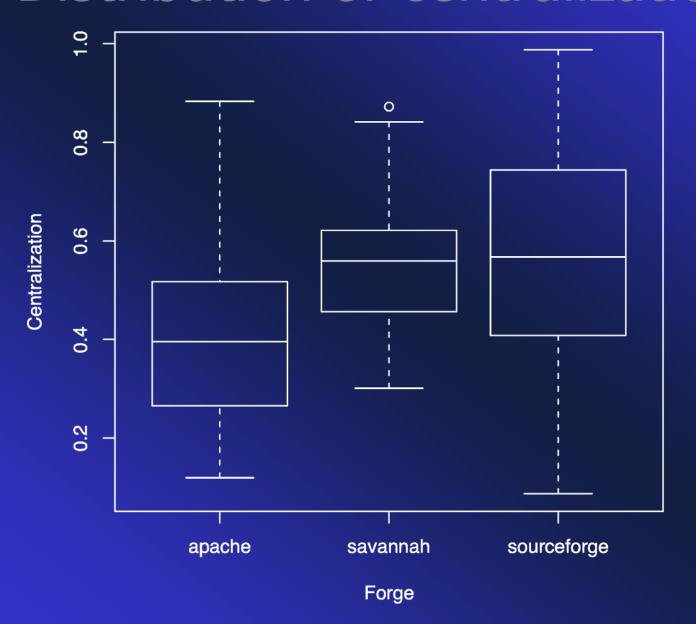


Plot of bug report interactions for SquirrelMail project

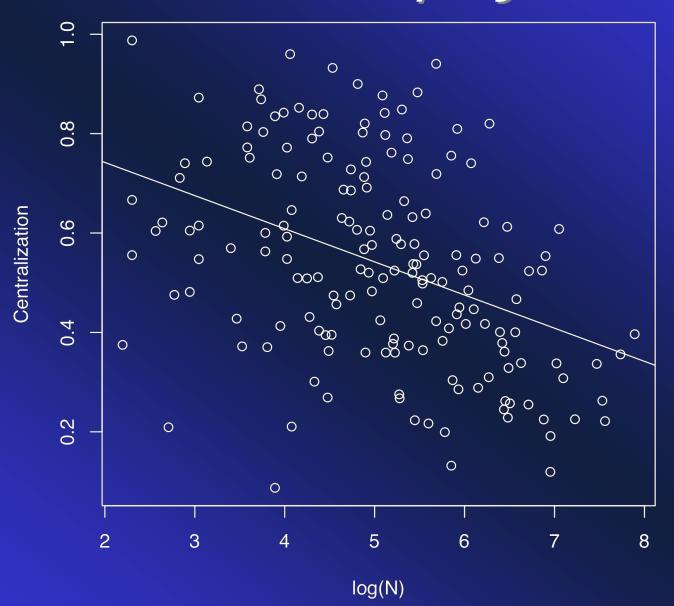
Distribution of centralizations



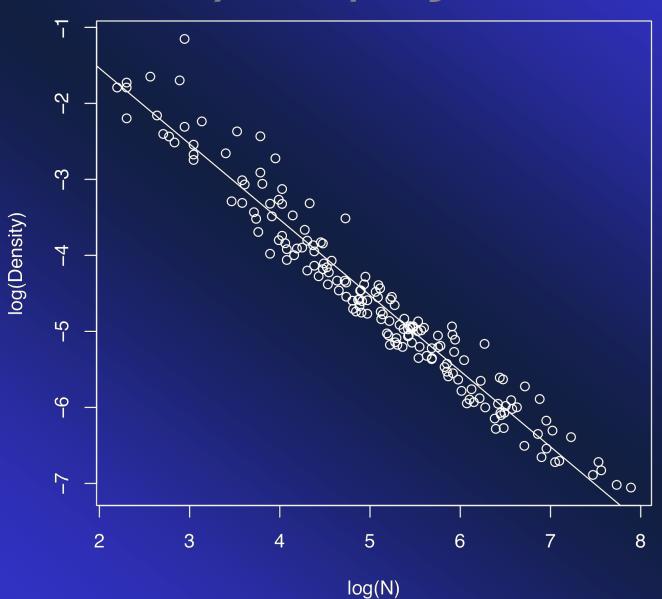
Distribution of centralizations



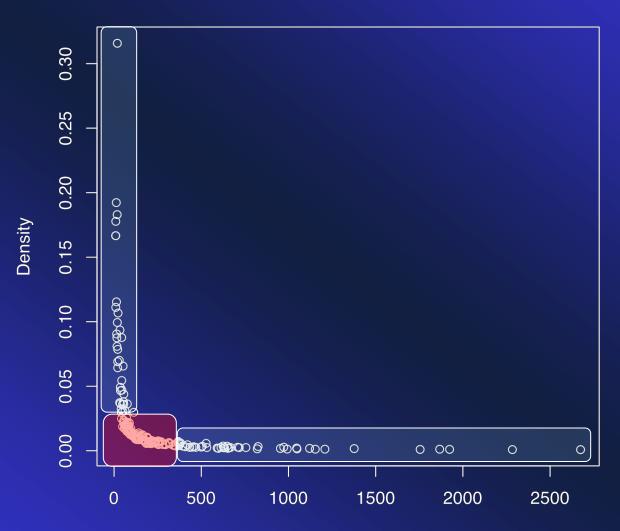
Centralization vs. project size



Density vs. project size



Density vs. project size



You may monitor this Tracker item after you login (register an account, if you do not already have one).

Joseph Trapasso (poppins24m)

Last Updated By:

Last Updated By: Ischiere - Comment added Category:

Assigned To: Nobody/Anonymous (nobody) Status:

Open
Summary:
New incoming convo takes focus
Alpha 5, Win2000

When I'm typing to a buddy (aim) and another buddy sends me the first message of a conversation, the focus is stolen from my text box and placed on the newly created tab. So, my continuing to type is futile.

I think this is new to Alpha 5.

Followups:

Message

2003-02-13 16:44

2003-05-05 17:23

Group: None

Priority:

Resolution

Accepted

Date Last Updated:

Date: 2003-05-05 17:23 Sender: Ischiere Logged In: YES user id=28833

i think this might be fixed in 0.63

Date: 2003-04-05 16:18 Sender: hermanator Logged In: YES user_id=613964

Still is the case.. re-opening

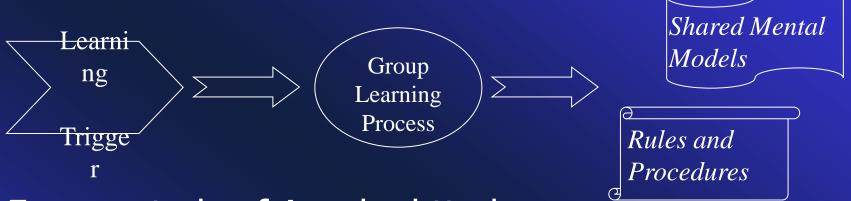
Date: 2003-04-05 11:35 Sender: lschiere Logged In: YES user_id=28833

Gain 0.60 has been released. This makes your bug report out of date.

Date: 2003-02-24 11:28 Sender: hermanator



Learning in FLOSS Teams



- From a study of Apache httpd
 - Learning episodes more often triggered by core group member (75%)
 - Learning episodes most often lead to development of shared mental model (76%)
 - Focus of learning was on product (code) rather than process

Source: Hala Annabi, unpublished PhD dissertation.

You may monitor this Tracker item after you login (register an account, if you do not already have one).

Joseph Trapasso (poppins24m)

Last Updated By: Ischiere - Comment added

Category: None Assigned To:

Summary:

Nobody/Anonymous (nobody)
Status:

New incoming convo takes focus Alpha 5, Win2000 When I'm typing to a buddy (aim) and another buddy sends me the first message of a conversation, the focus is stolen from my text box and placed on the newly created tab. So, my continuing to type is futile.

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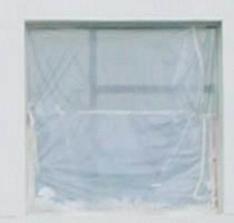
Date: 2003-02-24 11:28 Sender: hermanator





Convention

Cemer







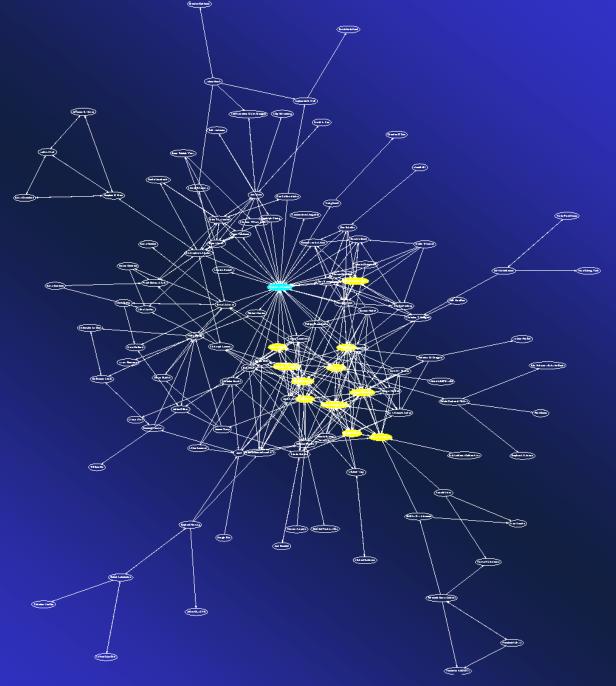
Socialization

- In depth participant observation study of Plone, a content management system
 - #Importance of IRC, conferences and "sprints"
 - #Those with aligned commercial purposes (egweb designers) move quickest to centre
 - Socialization through rich references to geek culture (Star Wars, Ghostbusters, Snowcrash ...)

Source: Chengetai Masango







Source: http://www.chaosreigns.com/code/sig2dot/debian.html

You may monitor this Tracker item after you login (register an account, if you do not already have one).

Joseph Trapasso (poppins24m)

Last Updated By: Ischiere - Comment added Category:

Assigned To: Nobody/Anonymous (nobody) Status:

Summary: New incoming convo takes focus Alpha 5, Win2000

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Date: 2003-02-24 11:28 Sender: hermanator



```
<?php
 abook_local_file.php
 Copyright (c) 1999-2005 The SquirrelMail Project Team
 Licensed under the GNU GPL. For full terms see the file COPYING.
  @version $Id: abook_local_file.php,v 1.35 2005/03/20 10:06:45 tokul $
 @package squirrelmail
  @subpackage addressbook
* Backend for address book as a pipe separated file
* Stores the address book in a local file
* An array with the following elements must be passed to
 the class constructor (elements marked? are optional):
*
   filename => path to addressbook file
  ? create => if true: file is created if it does not exist.
  ? umask => umask set before opening file.
  ? name => name of address book.
*
 @package squirrelmail
class abook_local_file extends addressbook_backend {
```

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IS, SE & FLOSS



Sources

References

- #Glass, R. L., Ramesh, V., & Vessey, I. (2004). An analysis of research in computing disciplines. *Communications of the ACM*, 47(6), 89–94.
- # Chawla, S., Arunasalam, B., & Davis, J. (2003). Mining Open Source Software (OSS) Data using Association Rules Network. In *Proceedings of the 7th Pacific Asia Conference on Knowledge Discovery and Data Mining (PACDD)* (pp. 461-466).

Papers on FLOSS

- http://floss.syr.edu/
- http://opensource.mit.edu/
- http://opensource.ucc.ie/