Teaching Systems Design to ISE Students

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The journey has two motivating observations:

- "generate alternatives" IS the design problem, while "choose the best" is simply an analysis problem
- 2. All other engineering disciplines treat design much more formally than we have traditionally in ISE.

What are the challenges?

- Most students have virtually zero tacit knowledge about "IE systems"
 - Expecting them to be able to generate design alternatives using tacit domain knowledge is going to be frustrating for them and you
- 2. We don't teach a design methodology, or a systematic way to go about identifying design options
 - But we do teach a lot of analysis methodology, so students naturally want to bring this analysis methodology into their design experience
- 3. Other engineering disciplines seem to have a lot of computational design tools, and we don't
 - But we do have a very powerful set of computational tools to support analysis

Challenge 1: Lack of Domain Knowledge

- Fewer and fewer students arrive with any "real" experience
- There was a time when we had a number of domain-specific courses
- We no longer have the luxury of "teaching" a domain
- Where you find strong engineering design, you invariably find a domain-specific language, or DSL
- Is there an analysis-agnostic but domain-specific language applicable to "IE systems"?

Response: Discrete-Event Logistic Systems (DELS)

- Claim: a very large portion of "IE Systems" can be described and understood using four foundational concepts:
 - **Product**: that which the system produces, either a good or a service, and is realized as discrete units of flow movin through the system
 - **Process:** a type of activity that transforms units of flow in some way, changing properties, (dis)assembling, moving, storing, measuring
 - *Resource*: discrete asset (or labor) unit that is capable of executing a well-defined set of process types
 - **Operational control**: how the system mediates between competing claims that products put on resources

A DELS is:

A network of resources through which flow units pass and are transformed by processes executed by the resources and authorized by tasks issued by an operational controller.

Products

- Objects with *properties*
- Can contain other products as *parts*
- Have a natural graph structure
- Examples:
 - Assemblies: parent-child relationships; Bill-of-Materials
 - Order, order lines
 - Patient
 - Shipment

Process

• Transformation with inputs and outputs:

- Products
- "Messages"
- Can contain other processes
- Product inputs are transformed in some way
- Message inputs can invoke sub-processes
- Are naturally expressed as *activity networks*
- Examples

Resource

- Object with properties
 - Values
 - **Operations** (process capabilities)
- Can contain other resources
- Examples:
 - People with skills
 - Machines and tools of all sorts
 - Space

Operational Control

- Decision-making to manage the flow of product among resources in a well-defined control domain
- Five fundamental operational control decisions
 - Admission, assignment, sequencing, resource configuration, next process
- Generic *functional architecture*
- Natural representation as state machine

Object-oriented Conceptual Framework



Challenge 2: Lack of Design Methodology

- Teachable and repeatable set of steps
- Applicable to any DELS
- Accessible to senior-level ISE undergraduate student

Response: RFLP

- *Requirements*: what the system must be able to do to meet stakeholder expectations
- *Functional* analysis: How the system requirements will be met
- *Logical* architecture: How functions are realized and organized
- *Physical* design: physical realization of the logical architecture

My experience teaching RFLP

- Students grasp the R and F pretty easily, especially with some examples
- The L part is harder, but presents opportunities to teach domainspecific content, like order-picking methods or cell design options
- P is often out-of-scope, simply because of time in a one semester course; obviously requires domain knowledge

Challenge 3: Lack of computational support















All of these are analysis tools, they don't generate alternatives!

Response

- For years, I tried to use SysML tools—specifically NoMagic's MagicDraw—because it has all the capabilities to create DELS models based on the product, process, resource, control framework
- But it was just too hard to manage the evolution of models through the RFLP method
- Then I discovered Capella, an Eclipse-based implementation of the Arcadia method, that implements RFLP
 - Free
 - Pretty large development community (mostly in Europe)







Model-based System and Architecture Engineering with the Arcadia Method

lst Edition - November 22, 2017 • Author: Jean-Luc Voirin Language: English • Hardback ISBN: 9781785481697 eBook ISBN: 9780081017944



Fair bit of excellent content available on-line that explains Capella and how to use it. Warning; most of it is in the context of "product" systems.





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Teaching System Design

- DSL: product, process, resource, operational control
- Design methodology: RFLP
- Computational support: Capella
- Case studies: CICMHE Design Competition cases
 - Original case
 - Rewritten using DSL structure
- Course notes

Invitation

Your turn

