



Peer Evaluations & Communication

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Summary: This project is supposed to prepare you for the evaluations that you will have to do during your piscine and the studies at 42. Evaluations are an essential part of peer-learning.

Version: 1

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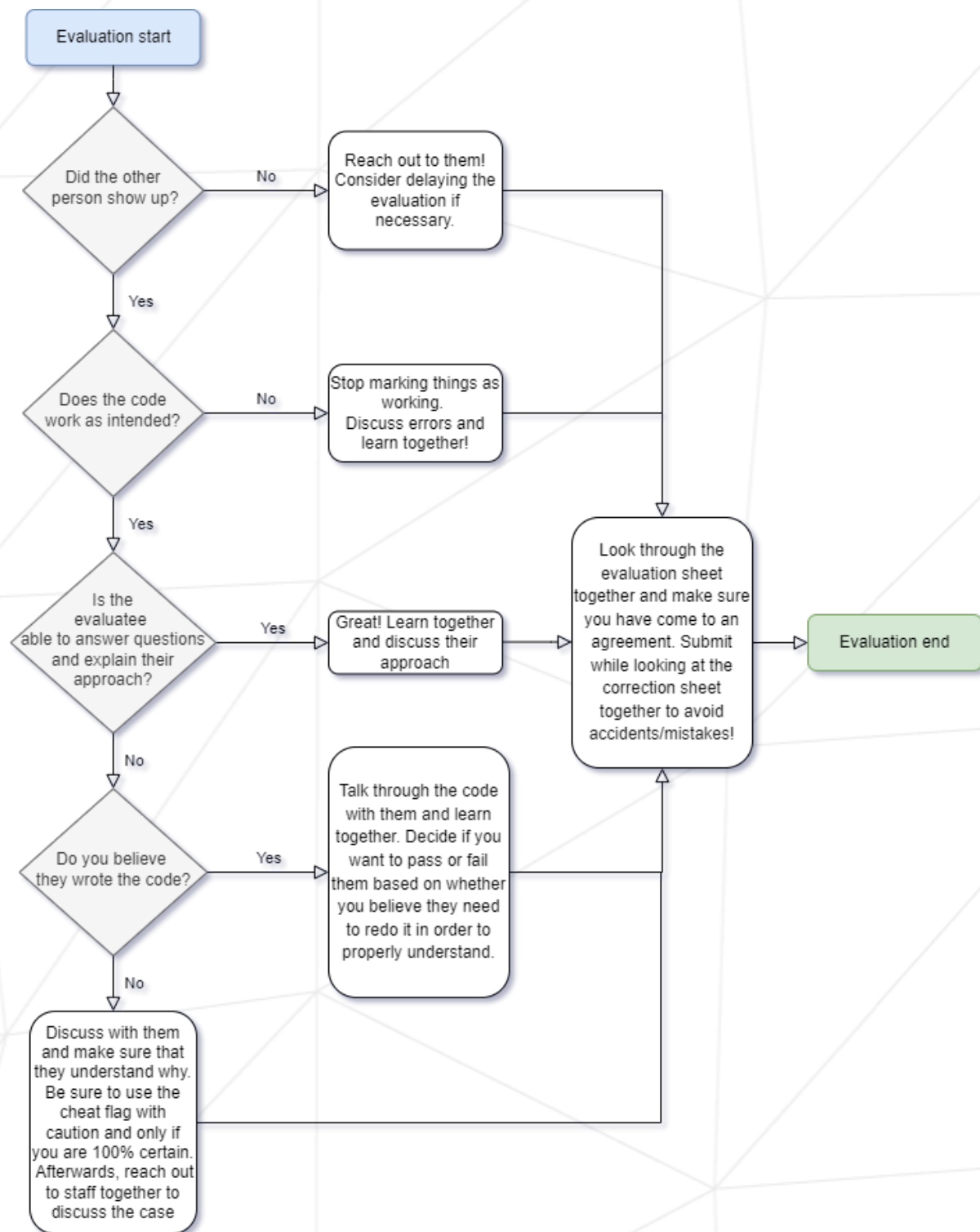
Chapter I

Evaluations at 42

In this first chapter, you will get to know how evaluations are done at 42. Follow the instructions below to complete the project.

To help you learn how evaluations are done at 42, there is a series of videos made by the 42Network that describe the process. To supplement this, we created our own Evaluation Decision Tree specific to our campus to help you make decisions and understand the different steps in the flow of the evaluation. It's important to note, that you will, over time, develop your own personal evaluation techniques and you may do some things differently from others but this chart and the videos give a general structure to follow. If you're ever uncertain about the next step during an evaluation, you can always go back and refer to these guidelines!

- Watch the 4 videos about evaluations at 42 on [this playlist](#)
- Have a look at the Evaluation Decision Tree below



Evaluation Decision Tree @ 42 Wolfsburg

Now you know the structure and process of evaluations! Make sure to take notes if you need and save the Evaluation Decision Tree! :)



Always show appreciation for your peer's hard work, even if the code doesn't work correctly or the project fails. Be kind!



Make sure the code works on macOS. Always test before handing in and always make sure as an evaluator, to test on macOS if possible. If the code works on your peer's iMac but not on your Linux system, the iMac is usually right!

Chapter II

Communication Is Key

Now you know the process of an evaluation and how to check whether the code works. However, evaluations are not only about content but also depend very much on good, efficient communication.

So what is the most important thing when it comes to communication and avoiding/resolving conflict? Empathy, of course! Empathy is what will allow you to understand the other person's point of view and consider situations from different perspectives. At 42, we love a concept called "Non-Violent Communication" which you will use to raise empathy towards yourself and others throughout this project.

To get an understanding of this concept and how to communicate effectively, please:

- Watch [this \(long version\)](#) or [this \(short version\)](#) video by M. Rosenberg. We recommend the long version for a more detailed explanation.
- Read [this Notion guide](#) about conflict and communication at 42 Wolfsburg
- Look around on <https://www.cnvc.org/> and get familiar with the different aspects of NVC - Do some research! :)

Chapter III

Exercises

Now you've learned about the process of evaluations, communication, what non-violent communication is! You will now first do an exercise on identifying needs and afterwards you will be presented with different scenarios in which you will need to use your new knowledge to resolve different conflicts that may pop up during evaluations.

As you've become more familiar with the concept of NVC, you probably understand that needs and emotions are an important part of it!

- To get more familiar with identifying needs, identify your own top 5 needs from the [needs inventory](#)

Now it's time to have a look at some scenarios. There are many ways conflict might arise during an evaluation but fortunately, they can usually be resolved using the new knowledge you've just acquired!

Review the 5 scenarios below and reflect on how you believe they should be resolved

Scenario 1 - Unresponsive Evaluator:

You've booked an evaluation for your project but your evaluator hasn't shown up at the booked time. How would you react? Would you give them some time to respond or immediately mark them as absent?

Create a text file called "scenario_1" and write 2-3 sentences - you will discuss your approach with your evaluator

Scenario 2 - Evaluation Time Management:

You're evaluating someone and have already spent the expected amount of time but haven't managed to get through all of the exercises yet because talking about previous tasks has taken longer than expected. The evaluatee would like to end the evaluation as soon as possible, as the time is already up but you want to go through the rest of the tasks. How would you handle this situation?

Create a text file called “scenario_2” and write 3-5 sentences - you will discuss your approach with your evaluator

Scenario 3 - Unexpected Evaluation Sheet:

You’ve just finished an evaluation and feel that it went well, so you go on intra to check your evaluator’s feedback but see that they have failed your project and you don’t know if maybe it was a mistake or they had reasons to fail you. How would you handle this situation?

Create a text file called “scenario_3” and write 2-3 sentences - you will discuss your approach with your evaluator

Scenario 4 - Correct understanding of the task:

3) You’re being evaluated on your very first project and your evaluator has just tested one of your exercises. The evaluator doesn’t think that it does what it’s supposed to but you are sure it does, so you pull up the PDF to have a look at the description and it turns out that you’ve understood the task differently. How would you solve this?

Create a text file called “scenario_4” and write 3-5 sentences - you will discuss your approach with your evaluator

Scenario 5 - Cheating?:

Person A is evaluating Person B on a project. They’re going through the code and Person B struggles to answer some of the questions Person A is asking but insists it’s not because he is cheating. Person A is feeling suspicious and decides to mark Person B as cheating which causes the evaluation to escalate into an argument that results in both parties leaving the evaluation unhappy. Consider how each person could have handled the situation in a way that would not have caused an argument.

If Person B did not cheat, how could he have calmly explained himself? And how could Person A have used empathy and communication to understand Person B’s situation; was he nervous? Was it his first evaluation?

If person B did cheat, how could they both have handled marking the cheating in a calm and understanding way?

Write 5-10 sentences in a file called “scenario_5” - you will discuss your approach with your evaluator



Hand in all files at the root of the repository