



# Peer Evaluations & Communication

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*Summary: This project introduces you to the art of peer evaluation at 42, which is an integral part of peer-learning. You will also learn about non-violent communication and how to avoid and resolve conflict with empathy.*

*Version: 1*

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# Chapter I

## Introduction

When studying at 42 Wolfsburg, you will not work alone. You will be an integral part of our learning community which means that you will be in frequent exchange with your peers. Not only during the peer evaluations it is therefore important to develop effective communication skills, that can help you to avoid and resolve conflict.

In this project you will be introduced to a concept called Non-Violent Communication (NVC) that was established by Marshall Rosenberg. You will identify your own needs that affect your social interactions. You will learn how peer-evaluations are done at 42 and practice empathy and conflict resolution by reflecting on critical peer evaluation scenarios.

# Chapter II

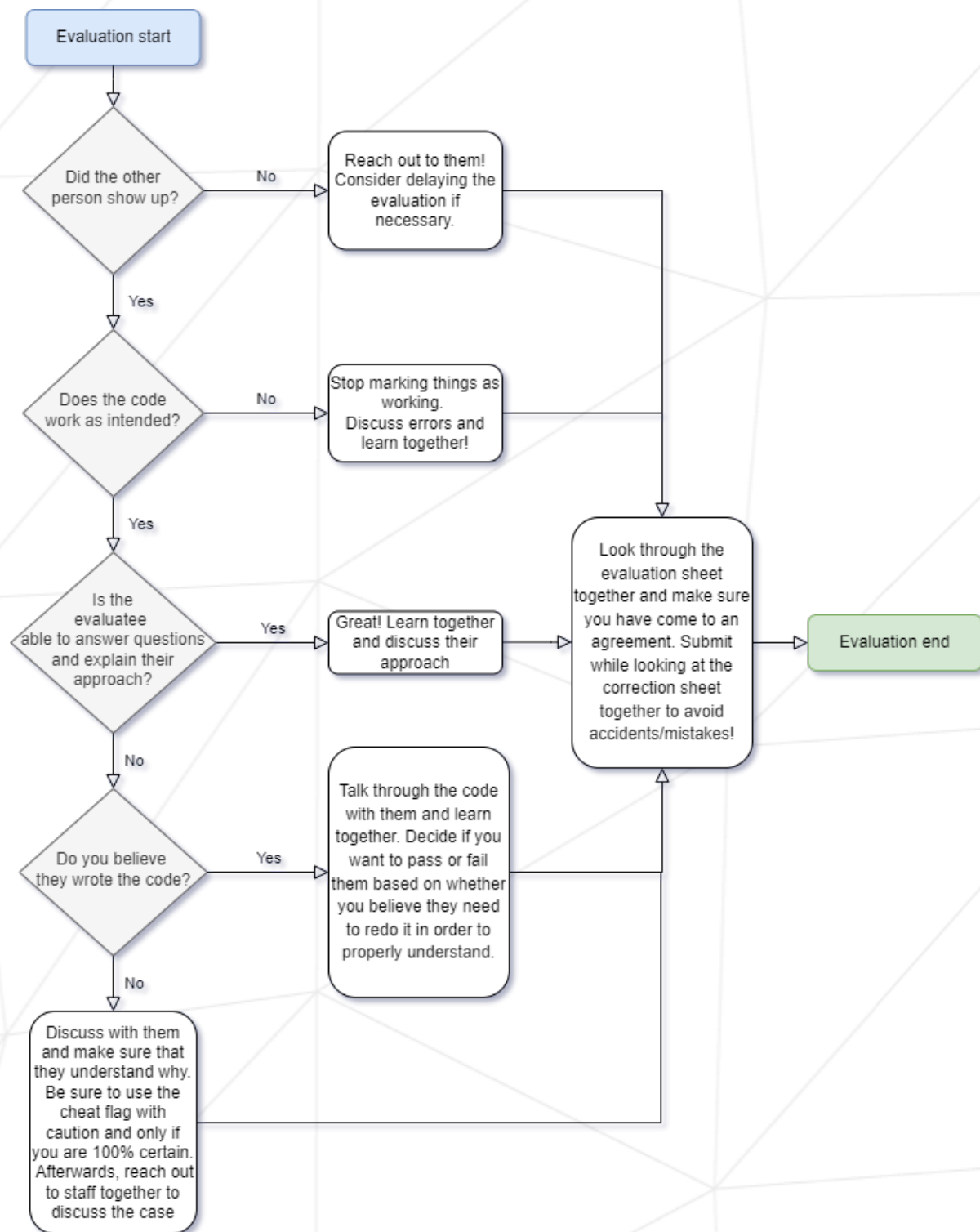
## How Peer Evaluations at 42 work?

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. This is great and contributes to the diversity of our community!

In the beginning, you can use this chart and the videos as a guiding 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!

- Read the documentation about peer evaluations.
- Work through the Evaluation Decision Tree below.



Evaluation Decision Tree @ 42 Wolfsburg

Now you know the general structure and process of peer evaluations! Don't worry if you feel overwhelmed by all the new tools and processes right now. You will get used to them.

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!



Try to do evaluations as soon as possible to get used to them! Evaluating is a skill that needs practice. Don't delay them until you feel left behind. Your peers rely on your evaluation skills to detect their mistakes. Only if you are thorough you can unveil new learning opportunities for them.

## Chapter III

### Exercise 01 : Non-Violent Communication (NVC)

	Exercise 01
The most important thing in communication is hearing what isn't said.	
Turn-in directory : <i>ex01/</i>	
Files to turn in : <b>needs.txt</b>	
Allowed functions : <b>None</b>	


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 effective communication.

In our opinion the most important thing when it comes to communication and avoiding/resolving conflict is: 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" (NVC) which you will use to raise empathy towards yourself and others. To get an understanding of NVC and how to communicate effectively, please:

- Read the documentation about Communication
- Get familiar with the different aspects of NVC - Do some research! :)
- Identify your own top 5 needs from the needs inventory. Your selection of needs can be specifically targeted towards communication settings, but can also be generally applicable.

# Chapter IV

## Exercise 02 : Peer Evaluation Scenarios

	Exercise 02
Life can only be understood backwards; but it must be lived forwards.	
Turn-in directory : <i>ex02/</i>	
Files to turn in : <code>scenario_1.txt</code> , <code>scenario_2.txt</code> , <code>scenario_3.txt</code> , <code>scenario_4.txt</code> , <code>scenario_5.txt</code> ,	
Allowed functions : None	

By now you have learned about the general process of peer evaluations at 42 and about Non-Violent Communication as an approach to avoid and resolve conflict!

As we all know: Practice makes perfect! Therefore, you will now be presented with different scenarios in which you will need to use your new knowledge on communication to resolve different conflicts that may pop up during peer evaluations.

Review the 5 scenarios below and reflect on how you believe they should be resolved. Write down your approach.

### 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?

### 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?

**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?

**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?

**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?

Have fun practicing! And always remember what John Powell said: "Communication works for those who work at it."