ASSESSMENT FORMS CAPSTONE PROJECT (SEMESTER 6)

Assessment form – Project proposal

A Core Lecturer, who is not leading the project, is assigned to grade the Project Proposal using this form. The Core Lecturer evaluates all partial grades and decides whether the definitive grade for the Project Proposal is a Pass, Fail or Unacceptable. The student group receives the completed form with the provided grade justification and is informed of the definitive grade.

Names of the students:	**Grade**: Pass / Fail / Unacceptable					
Examiner:	**Role**: Core lecturer					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Diagnose problem and identify opportunities for change						
• The preliminary analysis of the chosen challenge is clear and concise, supported by relevant theoretical frameworks from various disciplines; the basic causes, complexity, dynamics, and leverage points are identified at different levels of analysis. • Stakeholders and the local context are clearly identified, with their active involvement in diagnosing the challenge. The description of the chosen challenge and related dilemmas reflects and explains the diverging perspectives of stakeholders, considering their underlying interests, power relations, values, and worldviews. • Arguments are developed and justified using both theoretical and empirical knowledge.						
Research design and methodology						
• Research questions and hypotheses are proposed based on societal and/or stakeholder needs, demonstrating a clear connection between the identified challenge and the research objectives. • The research design, including data collection and analysis, is appropriate to the proposed research question, accounting for the complexity of the challenge and ensuring methodological rigor. • Students assess different levels and types of bias in their data collection and analysis strategies and critically reflect on the ethical, legal, and social implications of their research, including underlying assumptions and biases.						
Intervention design						
• The initial ideas for opportunities for change are diverse, research-based, supported by well-grounded arguments, and show an understanding of intervention strategies. • Students synthesize insights to determine the most suitable digital intervention for the challenge, justifying their choices with clear and logical arguments. • Systemic conditions and policy interventions necessary to ensure the success of the digital intervention are proposed, reflecting a thoughtful understanding of broader contextual needs.						
Cooperate effectively and work constructively						
• Students have defined achievable goals that are agreed upon by the partner organization; priorities are clearly established and well-documented, aligning with the project's objectives. • The project plan organizes and structures the project effectively as an open-ended, iterative process that fosters commitment and encourages deliberative decision-making.						
Comments by the examiner:						

Assessment form – Final product

The Core Lecturer and Domain Expert grade the Final Product using this form. They independently evaluate all partial grades and decide on the definitive grade for the Final Product. If the Core Lecturer and Domain Expert assign different definitive grades, they must convene to agree on the final grade. The definitive grade does not have to be a weighted average of the examiners' grades but should be an informed judgment based on the quality of the deliverable. If both the Core Lecturer and Domain Expert assign the same definitive grade to the Final Product, no meeting is required. The student group receives the completed form with the provided grade justification and is informed of the final grade.

Names of the students:	**Grade**: Unacceptable / Insufficient / Sufficient / Satisfactory / Good / Excellent					
Examiner:	**Role**: Core lecturer / Domain expert					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Application of technical skills to develop an intervention						
• The product has been effectively developed by applying methods and techniques in the field of modeling, design, development, evaluation, and management of interactive information systems. • The product has been effectively developed by applying database management processes and machine learning techniques.						
Application of appropriate research designs to develop an intervention						
• The group developed the most suitable digital intervention given the challenge situation based on a synthesis of insights. • The chosen research design (data collection and analysis) is appropriate to the research question and have been successfully applied for developing an intervention.						
Application of relevant communication tools to develop an intervention						
• The product effectively communicates information, ideas, problems, and constructively and effectively to members of the academic community, external partners, and lay audiences. The group has defined and prioritized the requirements of the digital innovation clearly and concisely.						
Comments by the examiner:						

Assessment form – Final report

The Core Lecturer and Domain Expert grade the Final Report using this form. They independently evaluate all partial grades and decide on the definitive grade for the Final Report. If the Core Lecturer and Domain Expert assign different definitive grades, they must convene to agree on the final grade. The definitive grade does not have to be a weighted average of the examiners' grades but should be an informed judgment based on the quality of the deliverable. If both the Core Lecturer and Domain Expert assign the same definitive grade to the Final Product, no meeting is required. The student group receives the completed form with the provided grade justification and is informed of the final grade.

Names of the students:	**Grade**: Unacceptable / Insufficient / Sufficient / Satisfactory / Good / Excellent					
Examiner:	**Role**: Core lecturer / Domain expert					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Diagnose problem and identify opportunities for change						
• The analysis of the chosen challenge is clear and concise, supported by relevant theoretical frameworks from various disciplines; the basic causes, complexity, dynamics, and leverage points are identified at different levels of analysis. • Stakeholders and the local context are clearly identified, with their active involvement in diagnosing the challenge. The description of the chosen challenge and related dilemmas reflects and explains the diverging perspectives of stakeholders, considering their underlying interests, power relations, values, and worldviews. • A theoretically informed, integrated, and balanced vision on the strengths and weaknesses of digital interventions is created, showcasing an understanding of their potential impacts. • Arguments are developed and justified using both theoretical and empirical knowledge.						
Research design and methodology						
• Research questions and hypotheses are proposed based on societal and/or stakeholder needs, clearly connecting the identified challenge to research objectives. • The research design, including data collection and analysis methods, is appropriate to the research questions, ensuring methodological rigor and relevance. • Methods and techniques for modeling, design, development, evaluation, and management of interactive information systems are effectively applied. • Database management processes and machine learning techniques are successfully applied, leveraging the chosen programming language effectively.						
Strategic planning for a digital Intervention						
• The requirements of the digital innovation are defined and prioritized clearly and concisely, ensuring alignment with the project's objectives. • The most suitable digital intervention is identified based on a synthesis of insights; Systemic conditions and policy interventions necessary or desirable to ensure the success of the digital intervention are proposed. • Information, ideas, problems, and solutions are communicated constructively and effectively to members of the academic community, external partners, and lay audiences.						
Ethical reflection and limitations						
• Students assess different levels and types of bias in their data collection and analysis strategies and critically reflect on the ethical, legal, and social implications of their research, including underlying assumptions and biases. • The limitations of the project are evaluated, and its value and sustainable contribution to the research field and community are assessed.						

Comments by the examiner:

Assessment form – Reflection essay

A Core Lecturer, who is not leading the project, grades the Reflection Essay using this form. The Core Lecturer evaluates all partial grades and decides on the definitive grade for the Reflection Essay. The student receives the completed form with the provided grade justification and is informed of the definitive grade.

Name of a student:	**Grade**: Unacceptable / Insufficient / Sufficient / Satisfactory / Good / Excellent					
Examiner:	**Role**: Core lecturer					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Analytical and theoretical reflection on project outcomes						
• A student is able to conduct a clear and comprehensive analysis of the chosen challenge, identifying its basic causes, complexity, dynamics, and leverage points using relevant theories from various disciplines. • A student creates a theoretically informed, integrated, and balanced vision on the strengths and weaknesses of a digital intervention, demonstrating an understanding of its potential impacts. • A student critically reflects on the ethical, legal, and social aspects of data collection and analysis strategies, as well as the underlying assumptions and biases involved. • A student evaluates the limitations of the project and assesses its value and sustainable contribution to the research field and community.						
Critical reflection on teamwork, collaboration, and personal growth						
• A student critically reflects on team roles, expectations, and collaboration processes, demonstrating an understanding of group dynamics and shared responsibilities. • A student conducts critical reflections on the project, team collaboration, and individual learning processes, providing insights into strengths and areas for improvement. • A student connects the specific skills and knowledge developed through the project to their personal interests and goals, as well as to broader societal needs and goals.						
Comments by the examiner:						

Assessment form – Explainer session

A Core lecturer, who is not leading the project, is assigned to grade the Explainer session, using this form. The Core Lecturer evaluates all partial grades and decides on the definitive grade for the Explainer session. The student group receives the completed form with the provided grade justification and is informed of the definitive grade.

Name of a student:	**Grade**: Unacceptable / Insufficient / Sufficient / Satisfactory / Good / Excellent					
Examiner:	**Role**: Core lecturer					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Analytical and theoretical reflection on project outcomes						
• A student is able to thoroughly analyze the basic causes, complexity, dynamics, and leverage points of a specific social challenge at different levels, using relevant theories from various disciplines to provide depth and clarity. • A student explains and reflects on the diverging perspectives of stakeholders, considering their underlying interests, power relations, values, and worldviews, showcasing a nuanced understanding of the social context. • A student is able to create a theoretically informed, integrated, and balanced vision on the strengths and weaknesses of a digital intervention, reflecting on its potential impact. • A student evaluates the limitations of the project and assesses its value and sustainable contribution to the research field and community, emphasizing its long-term impact.						
Methodological expertise and reflection on project outcomes						
• A student is able to effectively apply advanced methods and techniques in modeling, design, development, evaluation, and management of interactive information systems, showcasing proficiency and innovation. • A student successfully utilizes database management processes and machine learning techniques, demonstrating expertise and precision in leveraging the programming language of choice. • A student is able to critically reflect on the ethical, legal, and social aspects of data collection and analysis strategies, as well as underlying assumptions and biases.						
Critical reflection on teamwork , collaboration, and personal growth						
• A student reflects critically on the collaboration processes, team dynamics, and individual learning experiences, identifying strengths and areas for improvement. • A student connects the specific skills and knowledge developed through the project to their personal interests and goals, as well as to broader societal needs and goals.						
Comments by the examiner:						

Assessment form – Early phase individual contribution to group project

A Core lecturer grades the Early phase individual contribution, using this form. The Core Lecturer evaluates all partial grades and decides on the definitive grade for the Early phase individual contribution. The student group receives the completed form with the provided grade justification and is informed of the definitive grade.

Name of a student:	**Grade**: Pass / Fail / Unacceptable					
Examiner:	**Role**: Core lecturer					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Contribution to the group project						
• A student formulates clear, achievable and well-documented goals and priorities that are agreed upon by the team and the client organization (e.g. using Team Charter and Project timeline), and organizes and executes the project accordingly, engaging team members in ways that facilitate their contributions. • A student cooperates effectively and work constructively with group members, Project partners, Core lecturers, Domain experts and other relevant stakeholders, demonstrating a professional attitude. • A student effectively contributes to the work on the Capstone Project Proposal and the Capstone project as a whole.						
Comments by the examiner:						

Assessment form – Final individual contribution to group project

A Core lecturer grades the Final individual contribution, using this form. The Core Lecturer evaluates all partial grades and decides on the definitive grade for the Final individual contribution. The student receives the completed form with the provided grade justification and is informed of the definitive grade.

Name of a student:	**Grade**: Unacceptable / Insufficient / Sufficient / Satisfactory / Good / Excellent					
Examiner:	**Role**: Core lecturer					
	Unacceptable	**Insufficient**	**Sufficient**	**Satisfactory**	**Good**	**Excellent**
Contribution to the group project						
• A student formulates clear, achievable and well-documented goals and priorities that are agreed upon by the team and the client organization (e.g. using Team Charter and Project timeline), and organizes and executes the project accordingly, engaging team members in ways that facilitate their contributions. • A student cooperates effectively and work constructively with group members, Project partners, Core lecturers, Domain experts and other relevant stakeholders, demonstrating a professional attitude. • A student effectively contributes to the work on the Capstone project and follows actions points determined during the Progress Check discussion with the Core lecturer.						
Comments by the examiner:						