**Peer evaluation week 7**

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**Goal of the peer evaluation**

The goal of this peer evaluation is to help you be or become an active team member, to recognise the qualities and points for development in others and what this could mean for you. You will also practise giving and receiving feedback.

The answers of part A question 3 and part B question 9 are copied into the main text of your dossier in 1.4. The complete document is added to the appendices of the dossier.

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**Part A Peer evaluation**

1. Give some of the do’s and don’ts of giving and receiving feedback.

Do’s:

Be specific

Be constructive

Be honest

Provide examples

Don’ts:

No personal attacks

No general criticism

Not only negative comments

1. Describe for each team member at least one thing he/she does well and at least one point for development.

This is what you do well:

Team member 1 — Joshua: He is already done with everything before the arch even begins, keep going you got this easy

Team member 2 — Matt: He is learning on his own pace but on schedule so until now I think he is doing that well.

Team member 3 — Juan: Juan always looks for different ways to approach the exercises/problems/assignments and he is always available to help and when needed also asks for help, no stress.

Team member 4 — Kacper: Kacper is doing well and ahead of schedule!

This is what I see as a point for development:

Team member 1 — Joshua: No feedback

Team member 2 — Matt: Feedback is to maybe update us more where he is with the exercises/problems/assignments, I usually know what everyone is doing but Matt.

Team member 3 — Juan: I don't have feedback for Juan, I think we are both on the same page compared to our teammates.

Team member 4 — Kacper: No feedback for Kacper, keep on keeping on!

1. Discuss the feedback you wrote down in question 2 with your team members. Write down what feedback you received from your team members.

This is the feedback I received from my learning team (write down multiple items):

Kacper: You are very diligent and you put the work in to really understand the topics at hand. Only asking for help when you really get stuck.

Joshua: Telmo is a hard worker, he is usually working by himself and even when he asks questions, he always wants to fully understand the concept before continuing.

Matt: You dedicate a lot of time and effort to really understand the material well, whether it's studying at home or at school. I appreciate how you're willing to ask questions when something isn't clear.

Juan: Very helpful and great to work with, also always on track.

These are points for development:

Kacper: Try not to use ChatGPT.

Joshua: No comment.

Matt: You could be more present during our working days.

Juan: No comment.

**This is what I do well:**

**Doing My Own Thing:** My team likes how I work independently and only ask for help when I really need it. They appreciate that I'm all about understanding stuff properly rather than just getting it done quickly.

**Putting in Effort:** Whether I'm hitting the books at home or getting stuck into discussions at school, I'm always putting in the effort to get what we're learning. It's good to know my teammates value me asking questions when things aren't clear.

**These are points for development:**

**Less ChatGPT, More Me:** It seems like I should trust my own brain a bit more and rely less on stuff like ChatGPT.

**Being More Engaged:** I guess I could try to be more involved during our team activities and discussions. Maybe that means speaking up more or just being more present.

**Part B Code review**

1. **Find a student from a different learning team and decide together which programming assignment from week 3, 5 or 6 you are going to review. Look at the code of your fellow student en answer the following questions:**
2. **Which programming assignment did of which student did you review?**

Programming assignment: Valid Password Week 06

Student: Ryan

1. **Do the variables have correct name? (is it a description of what it contains? Which one(s) would you name differently? Are there obsolete variables? How does this code compare to your code?)**

The variables do have the correct name, there are no obsolete variables. Both codes have the same principle, Ryan seperated each functions, and sets while I dumped everythin on a big loop!

1. **Does the code do what it’s supposed to do? And is the code clear in what it does? How does this compare to how you solved it?**

The code is clear and it does what it’s supposed to do, mine is less clear but also functional.

1. **How do the if/while statements look? (think about: are they clear and clean, are there obsolete statements?) How does this compare to how you solved it?**

The if/else statements are really clear and clean, there are no obsolete statements.

1. **Are the PEP8 guidelines for Python applied? Where does this go well? Where can it be improved?**

All PEP8 guidelines for python are applied.

1. **Is there a simpler solution possible? Compare your code with that of your fellow student. What differences and similarities do you see?**

There isn’t really a simpler solution, just different.

1. **How is a wrong input handled?** (if applicable to the assignment you chose)

Wrong inputs are handled properly, if a user inputs a wrong input, the tries count goes down like it should.

1. **Write a short summary of your findings in Part B question 3 to 8. What goes well? What can be improved? What differences and similarities do you notice when you compare your code with the code of your fellow student?**

Ryan's code for the Valid Password Week 06 assignment is well put together. He names his variables clearly and organizes his code neatly into separate functions, which makes it easy to follow. His code also sticks to the rules for writing Python neatly. It does what it's supposed to and handles wrong inputs properly. Comparing it to my own code, I noticed we took slightly different approaches, but both work fine. In the end, Ryan's solution is easy to understand, works well, and follows good coding practices.