**ASSESSMENT FORM: THESIS PROJECT IN THE COMPUTATIONAL COGNITIVE SCIENCE GROUP**

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***A. General/theoretical skills***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Commitment/Perseverance** | | | | | | | | | |  |
| 0 | | 1 | | 2 | | 3 | | 4 | | Does not apply |
|  | |  | |  | |  | |  | |  |
| **Criteria:**   * Dependence on external motivation vs. can motivate him-/herself (internal motivation) * Interest in own project/Identifies with project * Overcomes setbacks * Project has high priority. | | | | | | | | | | |
| **Independence** | | | | | | | | | |  |
| 0 | | 1 | | 2 | | 3 | | 4 | | Does not apply |
|  | |  | |  | |  | |  | |  |
| **Criteria:**   * Dependence on (constant) support? * Takes responsibility for own work * How much monitoring is necessary to ensure that required tasks are done? * At first tries to (but not required to succeed with) find solutions to their problems | | | | | | | | | | |
| **Planning/Time-management** | | | | | | | | |  | |
| 0 | 1 | | 2 | | 3 | | 4 | | Does not apply | |
|  |  | |  | |  | |  | |  | |
| **Criteria:**   * Sets up & pursues a realistic time schedule * Adapts time or tasks if necessary * Preparation of meetings * Organizes most aspects of own work * Finishes mandatory goals in time | | | | | | | | | | |
| **Initiative/Communication** | | | | | | | | |  | |
| 0 | 1 | | 2 | | 3 | | 4 | | Does not apply | |
|  |  | |  | |  | |  | |  | |
| **Criteria:**   * Asking for support when necessary * Invites feedback * Communicates changes in planning, etc. * Communicates effectively | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Critical thinking & reflection** | | | | | |  |
| 0 | | 1 | 2 | 3 | 4 | Does not apply |
|  | |  |  |  |  |  |
| **Criteria:**   * Questions own work/results * Is critical about literature, other people’s suggestions, the supervisor(s)’ ideas etc. * Reflects on the bigger context of the project (implications, adjustments to the project when necessary) | | | | | | |
| **Generalization & transfer skills** | | | | | |  |
| 0 | | 1 | 2 | 3 | 4 | Does not apply |
|  | |  |  |  |  |  |
| **Criteria:**   * Develops own ideas based on given information/instructions * Can transfer solutions for one problem to other problems/contexts * Generalizes feedback to similar cases | | | | | | |
| **Learning progress/development** | | | | | |  |
| 0 | | 1 | 2 | 3 | 4 | Does not apply |
|  | |  |  |  |  |  |
| **Criteria:**   * Development of (new) research skills/acquisition of knowledge * Ability to improve after feedback * Ability to critically reflect on feedback | | | | | | |
| *Points (A)* |  | | | | | |

***B. Project-related/practical work***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Quality of practical work** | | | | | | | | | | |  |
| 0 | | | 1 | | 2 | | 3 | | 4 | | Does not apply |
|  | | |  | |  | |  | |  | |  |
| **Criteria:**   * Coding: Analysis, Experiment, Plotting * Creation of stimuli, questionnaires, etc. | | | | | | | | | | | |
| **Data collection** | | | | | | | | | | |  |
| 0 | | | 1 | | 2 | | 3 | | 4 | | Does not apply |
|  | | |  | |  | |  | |  | |  |
| **Criteria:**   * Quality of experimental work (e.g. collects clean data) * Execution is done according to experimental protocols (EEG, Eye-Tracking) * Self-critical attitude in the collection of data e.g. attentive to potential problems during data collection * Data management: Raw data is accessible and intelligibly recoded according to some standard (BIDS) * Replicability/Documentation: Data analysis is well documented and replicable. | | | | | | | | | | | |
| **Replicability/Documentation** | | | | | | | | | |  | |
| 0 | | 1 | | 2 | | 3 | | 4 | | Does not apply | |
|  | |  | |  | |  | |  | |  | |
| **Criteria:**   * Implementation of the Thesis Git template (Project description/instructions, file structure, completeness, etc) * Accessibility of the code:   + Meaningful comments & variable naming   + Well-structured code (code divided into multiple scripts/sub-functions)   + Dependencies are documented   + No problems when rerunning code * A new student could take over the project without any problems. | | | | | | | | | | | |
| **Familiarity with relevant literature** | | | | | | | | | |  | |
| 0 | | 1 | | 2 | | 3 | | 4 | | Does not apply | |
|  | |  | |  | |  | |  | |  | |
| **Criteria:**   * Capable to perform in-depth literature research * Good overview of the respective research area * Connects known literature with own project | | | | | | | | | | | |
| *Points (B)* |  | | | | | | | | | | |

***C. Presentations (Midterm & Final)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | | | | | | 0 | | | | | 1 | | | | 2 | | | | | 3 | | 4 | Does not apply |
| Midterm | | | | | |  | | | | |  | | | |  | | | | |  | |  |  |
| Final | | | | | |  | | | | |  | | | |  | | | | |  | |  |  |
| **Criteria:**   * Technical correctness * Relevance/Appropriate level of detail (in regard to target audience) * All relevant concepts are sufficiently explained. * Builds on relevant references. * Distinction between literature and own work is clear. | | | | | | | | | | | | | | | | | | | | | | | |
| **Motivation & Take-home message** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | | | | | 0 | | | | | 1 | | | | 2 | | | | | 3 | | 4 | | Does not apply |
| Midterm | | | | |  | | | | |  | | | |  | | | | |  | |  | |  |
| Final | | | | |  | | | | |  | | | |  | | | | |  | |  | |  |
| **Criteria:**   * Does the motivation of the project get clear? * Relevance/(Real-world) implications * Is there a take-home message/conclusion? | | | | | | | | | | | | | | | | | | | | | | | |
| **Structure of the presentation** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | | | | 0 | | | | | 1 | | | | 2 | | | | | 3 | | | 4 | | Does not apply |
| Midterm | | | |  | | | | |  | | | |  | | | | |  | | |  | |  |
| Final | | | |  | | | | |  | | | |  | | | | |  | | |  | |  |
| **Criteria:**   * The presentation follows a clear structure/storyline. * Smooth transitions between slides * Is it easy to follow the talk? | | | | | | | | | | | | | | | | | | | | | | | |
| **Presentation materials (e.g. Slides, Demos, etc.)** | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | 0 | | | | | 1 | | | | 2 | | | | | 3 | | | | 4 | | Does not apply |
| Midterm | | |  | | | | |  | | | |  | | | | |  | | | |  | |  |
| Final | | |  | | | | |  | | | |  | | | | |  | | | |  | |  |
| **Criteria:**   * “Clean slides”   + Appropriate layout with slide numbers etc.   + Not too full/text-heavy * Do the slides support the talk or do they distract from what is said? * Quality of figures and other illustrations (axes labels, legend, figure size, colours etc.) * The design of the illustrations facilitates the interpretation of the data/the understanding of the talk. | | | | | | | | | | | | | | | | | | | | | | | |
| **Critical reflection on own work** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | | 0 | | | | | 1 | | | | | 2 | | | | | 3 | | | | 4 | | Does not apply |
| Midterm | |  | | | | |  | | | | |  | | | | |  | | | |  | |  |
| Final | |  | | | | |  | | | | |  | | | | |  | | | |  | |  |
| **Criteria:**   * Critical reflection on obtained results/sensible interpretation * Problems and limitations are discussed together with possible solutions/outlook. | | | | | | | | | | | | | | | | | | | | | | | |
| **Discussion skills/Q&A** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | 0 | | | | | | 1 | | | | | 2 | | | | | 3 | | | | 4 | | Does not apply |
| Midterm |  | | | | | |  | | | | |  | | | | |  | | | |  | |  |
| Final |  | | | | | |  | | | | |  | | | | |  | | | |  | |  |
| **Criteria:**   * Ability to understand and accurately answer questions. * Ability to take feedback & extend on others’ ideas. | | | | | | | | | | | | | | | | | | | | | | | |
| **Pace/Time limit** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | 0 | | | | | | 1 | | | | | 2 | | | | | 3 | | | | 4 | | Does not apply |
| Midterm |  | | | | | |  | | | | |  | | | | |  | | | |  | |  |
| Final |  | | | | | |  | | | | |  | | | | |  | | | |  | |  |
| **Criteria:**   * Match between the amount of content and the available time. * Compliance with the time limit. | | | | | | | | | | | | | | | | | | | | | | | |
| **Presentation skills** | | | | | | | | | | | | | | | |  | | | | | | | |
|  | 0 | | | | | | 1 | | | | | 2 | | | | | 3 | | | | 4 | | Does not apply |
| Midterm |  | | | | | |  | | | | |  | | | | |  | | | |  | |  |
| Final |  | | | | | |  | | | | |  | | | | |  | | | |  | |  |
| **Criteria:**   * *Expression skills:* Vocabulary, pronunciation, tone * *Presentation style:* Clarity, speaking freely vs. reading, engaging? | | | | | | | | | | | | | | | | | | | | | | | |
| *Points (C)* | | | | | | | | | | | | | | | |  | | | | | | | |

***D. Written thesis***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content** | | | | | | | | | | | | | | |  |
| 0 | | | 1 | | | 2 | | | 3 | | | 4 | | | Does not apply |
|  | | |  | | |  | | |  | | |  | | |  |
| **Criteria:**   * Technical correctness * Relevance/Appropriate level of detail * Used terms & concepts are sufficiently introduced/explained. * Own contribution is evident. | | | | | | | | | | | | | | | |
| **Structure of the thesis** | | | | | | | | | | | | | | | |
| 0 | | 1 | | | 2 | | | 3 | | | 4 | | | Does not apply | |
|  | |  | | |  | | |  | | |  | | |  | |
| **Criteria:**   * Appropriate layout * Levels: Sentence, paragraph & section/chapter * One message per paragraph * Coherence (logical connections) & Reader guidance * Cohesion (grammatical & lexical connections) | | | | | | | | | | | | | | | |
| **Placing research in scientific context** | | | | | | | | | | | | | | |  |
| 0 | | | 1 | | | 2 | | | 3 | | | 4 | | | Does not apply |
|  | | |  | | |  | | |  | | |  | | |  |
| **Criteria:**   * Selected literature is relevant to the problem. * The relation of the conducted research to the references is explained well. * The amount of background literature is appropriate. * Critical reflection on background literature. * Summarizes and discusses information from different references and transforms them in a coherent presentation. | | | | | | | | | | | | | | | |
| **Presentation of the data** | | | | | | | | | | | | |  | | |
| 0 | 1 | | | 2 | | | 3 | | | 4 | | | Does not apply | | |
|  |  | | |  | | |  | | |  | | |  | | |
| **Criteria:**   * Appropriate amount of figures & tables * Quality of figures & tables   + Appropriate figure captions   + Axes labels, legend, etc. * The design of the illustrations facilitates the interpretation of the data. | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Critical evaluation of the results/Conclusion** | | | | | |  |
| 0 | | 1 | 2 | 3 | 4 | Does not apply |
|  | |  |  |  |  |  |
| **Criteria:**   * The results are critically analysed and the interpretation of the results is logical. * Possible limitations are discussed and an outlook is given. * The conclusion is concise and a logical continuation of the main argument. * The conclusion addresses the research question and the hypothesis. | | | | | | |
| **Writing/Expression skills** | | | | | |  |
| 0 | | 1 | 2 | 3 | 4 | Does not apply |
|  | |  |  |  |  |  |
| **Criteria:**   * *Language:* Grammar, syntax, spelling mistakes, tenses, choice of words etc. * *Writing style:* Target audience, formal vs. colloquial, conciseness/clarity * *Referencing:* Correct & consistent use of a citation style (e.g. APA) | | | | | | |
| *Points (D)* |  | | | | | |

**References for the evaluation template:**

* Education Support Centre, University of Groningen
* “[Rubric - MSc-thesis](https://www.wur.nl/en/show/rubric-msc-thesis-2022-2023-1.htm)” by Arnold Moene, Mieke Latijnhouwers and others (Wageningen University, The Netherlands) licensed under the Creative Commons Attribution-Noncommercial-Share Alike 4.0 Netherlands License.