Note: *This document has been automatically translated using DeepL.com. As a result, some content may not be fully accurate or correctly displayed.*

*Pass this checklist on to your partner group after you have completed the computational essay.*

To the partner group: Now read through the computational essay at your leisure and try to understand and comprehend the programming and cognitive process in it. Think about and discuss in the group what you have understood and what you may not have understood and then answer the following three questions in bullet points here on the page.

Then fill in the checklist on the next page by placing a cross in one of the columns "Well done", "Can still be improved", "Definitely needs to be revised" or "Not applicable" for each line.

We have gained the following insights from your computational essays:

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What was particularly successful in the computational essay? What did we understand well?

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What have we not (fully) understood? Where are we missing further information? Are there any other aspects that the group should consider when revising?

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|  | Done  (fill in when creating) | + | o | - |  | Revision |
| **1st problem** | | | | | | |
| 1. The problem is described in a comprehensible and understandable way |  |  |  |  |  |  |
| 1. An overarching question was placed at the beginning of the CE |  |  |  |  |  |  |
| 1. The overarching question is interesting and arouses interest |  |  |  |  |  |  |
| 1. Useful further questions were developed |  |  |  |  |  |  |
| **2. plan** | | | | | | |
| 1. The plan for answering the research question(s) is explained clearly and comprehensibly. |  |  |  |  |  |  |
| 1. It describes how the data was collected and analyzed. |  |  |  |  |  |  |
| **3. data** | | | | | | |
| 1. The data was prepared appropriately (data types of the individual columns defined, index set appropriately, data set restricted to the relevant characteristics, etc.). |  |  |  |  |  |  |
| 1. The data is fundamentally described (What data was collected? At what location? In what period?) |  |  |  |  |  |  |
| **4. data analysis** | | | | | | |
| 1. It provides an overview of the data in a suitable form/visualization. |  |  |  |  |  |  |
| 1. Appropriate diagrams were used for the evaluation |  |  |  |  |  |  |
| 1. The evaluations/visualizations cover different perspectives on the issue |  |  |  |  |  |  |
| 1. The visualizations lead to a gain in knowledge |  |  |  |  |  |  |
| 1. For each visualization, it is described to what extent it should contribute to the gain in knowledge with regard to the question or what the goal for the development of the visualization is |  |  |  |  |  |  |
| 1. The visualizations have meaningful titles and the axes are meaningfully labelled |  |  |  |  |  |  |
| 1. Useful characteristic values are calculated |  |  |  |  |  |  |
| 1. The characteristic values are interpreted meaningfully |  |  |  |  |  |  |
| 1. Further (sub)questions were developed from visualizations and their descriptions, which were then investigated |  |  |  |  |  |  |

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| **5. conclusion** | | | | | | |
| 1. The research questions are adequately answered |  |  |  |  |  |  |
| 1. The conclusion refers to the previously gained knowledge |  |  |  |  |  |  |
| 1. The conclusions drawn are presented in a comprehensible manner |  |  |  |  |  |  |
| 1. An outlook is given as to which questions or future investigations could follow. |  |  |  |  |  |  |
| 1. For problem-oriented studies: Options for action are presented that build on the findings of the study and could be used to tackle the problem. |  |  |  |  |  |  |
| 1. The restrictions that apply to the results are listed |  |  |  |  |  |  |
| **6. general** | | | | | | |
| 1. A "red thread" is recognizable in the argumentation |  |  |  |  |  |  |
| 1. The program code is sufficiently commented by text in markdown cells and is sufficiently comprehensible. |  |  |  |  |  |  |
| 1. The individual steps in the computational essay are presented in a clear and comprehensible manner. |  |  |  |  |  |  |

Further notes on individual aspects (especially those rated with -):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect (e.g. 2c) | Notes | | | |
|  |  | | | |
| Which aspect do we want to improve? And what aspect of this aspect is not yet optimal? | | How do we want to improve this aspect? How do we want to adapt/expand the computational essay? | Done? |
|  | |  |  |