Assessment & Feedback Cases

Learning & Teaching Practice Exchange

2014

Reflective Practice

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Assessment & Feedback Use Cases

REFLECTIVE PRACTICE

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This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14),** the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.

Lecturer

Robert Tully

Programme and year on which assessment was offered

BSc Product Design, Year 4

Description

This project is for students to communicate through a Design Manifesto, where they are in relation to design. It is a reflective piece of work in any medium, with recommendations to consider video/dance/music. One of the students wrote, recorded and performed a song on video about design, some make cartoons, magazines etc.. They are put up on Vimeo or Youtube, DIT are populating Design Manifesto on Youtube.

This project sits within a Professional Practice Module and must be a piece of work that can be displayed professionally and should be focussed on adequate reflection. Final presentation is to the class plus 3rd years. However, this is not a critique.

Why did you use this Assessment?

The project is based around reflection and reflective practice, which in 4th year there is not much time to do. It is a very personal view of how they view design.

Why did you change to this form of assessment?

The standard descriptors were previously used, however changed what was required to more reflective descriptors. This emerged from the lecturer's research in the LTTC. The assessment does not focus on the medium used by the student, but on the reflection.

How do you give feedback to students?

Non critical feedback is given, comments such as "here are some flaws", "you didn't do this". There is a final tutorial at the end of the module to give feedback.

What have you found are the advantages of using this form of assessment?

- Clear criteria on what students are being marked on
- Clear objectives
- Self evident to students why they get that mark

What have you found are the dis-advantages of using this form of assessment?

- Could be argued to be subjective
- BSc marking schemes are explicit

If another lecturer was using this assessment method would you have any tips for them?

Definitive descriptors

Do you have any feedback from students about this assessment?

New model used this year, so no feedback as yet, however lowest mark this year likely to be 70%.

Additional Resources

Assignment Description (see below)

Assessment form: BSc. Product Design
DT001-4 Professional Practice -Design Manifesto

| name of student | > | | year of study | > 4 |

| project/module | > Design Manifesto |

| examiner | > Robert Tully | | date | > Semester 2 |

REFLECTIVE QUALITIES

70-100% first	60-69% 2.1	50-59% 2.2	40-49% pass	0-39% refer
highly original creative & imaginative design manifesto, excellent personal reflection	good evidence of originality, creative & imaginative design manifesto, very good personal reflection	moderate evidence of originality, creative & imaginative design manifesto, good personal reflection	some evidence of originality, creative & imaginative design manifesto, fair personal reflection	little evidence of originality, creativity or imaginative design manifesto, poor or no personal reflection

Comment

PRESENTATION – TECHNICAL QUALITIES

70-100% first	60-69% 2.1	50-59% 2.2	40-49% pass	0-39% refer
focused, articulate & professional presentation of solution with appropriate use of materials/media	coherent & appropriate presentation of solution with well considered use of materials/media	good presentation of solution, competent use of materials/media	adequate presentation of solution, adequate use of materials/media	incomplete/incoherent presentation, poor level of finish

Comment

Overall Mark: Reflective quality 75% - Presentation 25%

| examiner's signature | > | | Date | > |

Use back of sheet for additional notes.