

PLANNING ASSESSMENT IN THE DESIGN STUDIO - The Design 'Crit'

The following content is designed to assist Studio Leaders and/or Subject Coordinators preparing for formal assessments in design studios (i.e. the design crit). To reflect the multi-modal methods through which students can present (on campus and online) this guidance provides advice for general good practice with highlighted tasks that are specific to online presentations.

PREPARATION

If presentations are **online**:

- practice setting up the Zoom session and brief your guest reviewers carefully in advance.
- provide clear guidance to the students about the approach as well as preparation for their own 'performance' on Zoom, for example, see guidance for the Three Minute Thesis Competition: [3MT Guide](#).
- carefully prepare the virtual space and time of the review and consider inviting students to join you as 'co-designers' of the review event (see https://msd.unimelb.edu.au/data/assets/pdf_file/0019/3193021/ABP-Studio-Culture-Agreement.pdf)

- Ensure that a student-centred approach (i.e. the student's learning experience is at the forefront of decisions) is taken in the assessment design.
- Foreground issues of equity and diversity (e.g. Balance gender and cultural background on review panels)
- Review and apply the ABP Studio Culture Agreement sections on assessment – [The Studio Culture Agreement can be found here](#).
- Prepare an assessment rubric that aligns intended learning outcomes with assessment criteria and supply to students and to external reviewers well in advance of the submission and presentation – this can be formulated as a feedback sheet.
- Set up opportunities so that students can engage in peer-to-peer feedback.
- Studio Leader/Subject Coordinator should prepare a brief video message (max 2 mins) to share via Canvas introducing the critical review event, setting out the process, reviewing the rubric and feedback sheet, and encouraging students to offer feedback on the process (we are all learning!)

SUBMISSION

In preparation for **online** reviews students may be asked to submit the following in advance of the timetabled session:

- a script/audio file where the student offers a clear account of their project work through the medium of their presentation. A summary statement could also be made available in written form on the pdf. This will also offer a backup in case of technical issues during the event.
- distribute the student submissions and script/audio to the review panel members in advance of timetabled 'review' conference call.
- provide guest crits a copy of project brief, rubric and a feedback sheet for each presentation in advance, so brief comments can be made ahead of the 'review' conference call.

- As part of good planning practice, Studio Leaders/Subject Coordinators are encouraged to consider the following tasks to prepare students towards their reviews:
 - in advance of the timetabled review, students are asked to submit a pdf of the design project proposal/assessment task for distribution to the full review panel (allow at least 2 days for pre-review). The format of this should be clearly communicated to students.
 - if it is included in the assessment design for the subject, for an end of semester review students may also submit a reflective portfolio identifying key moments and components for the development of the scheme.
 - provide guidance and advice to students in preparing for their 'performance' (both online and on-campus). This will involve considerations on modes of communication (i.e. body language, verbal, text, images etc.), use of conventions, rhetoric, links between verbal to visual elements, curation of panels, etc.
- Provide a copy of project brief, rubric and a feedback sheet for each presentation to guests, so written feedback can be made during on-campus presentations.

CRITICAL PANEL: THE EVENT ITSELF

For **online** reviews consider the following:

- Will the student share via their screen?
- Will panel members then independently view the submission alongside the online interaction?

Please be aware that Zoom sessions can be recorded and comments should allow for further reflection about the whole cohort response through moderation processes.

- Provide a copy of the schedule to the event, key links and invitations to sessions, and a link to the welcome video to all participants in advance.
- During the student's 'review', studio leaders should ensure:
 - Student presents the proposal using their submitted pdf (ideally 5mins, however final time length to be determined at studio leaders / subject coordinators' discretion).
 - Reviewer responds with 2 to 3 clear questions prepared in advance.
 - Student presenter is given time to respond to the questions.
 - Student Panel members can be encouraged to provide comment on key aspects of the design, determined in advance by studio leader.
 - Review concludes with a brief dialogue between panel members and student about the proposal
- Consider and practice who will control the presentation of students' slides or submissions for the presentation, for slides and for discussion of key elements, and how.
- Please ensure feedback for each student should relate to the rubric for the studio.
- Managing the time for presentations, and for the session overall will be important. Studio leaders / conveners should also ensure there is adequate time for breaks etc.
- Consider a 'wrap up' and general feedback session for all participants.
- Invite feedback from students, and a way for them to provide it as part of this ongoing design experiment.

REVIEW AND FEEDBACK

- Feedback sheets (from reviewers and student peers) can be further refined following the presentations and then returned to the studio leader(s) to compile. Students can be invited to use these sheets too and offer feedback to their peers, a valuable means of developing skills in offering feedback or 'critique'
- Canvas can be set up to provide 'zero point' feedback to students soon after the session, and before moderation and final marks.
- Consider whether a 'debriefing' meeting can be convened with students following the review (pedagogical and pastoral care).
- Moderation should be undertaken in line with Faculty practice.

SOME REFERENCES

- A super helpful guide to online design teaching by Derek Jones
<http://www.open.ac.uk/blogs/design/distance-and-online-design-education-a-not-so-quick-introduction/>
- Derek Jones and Yolanda Morkel advice on design assessment
<https://distancedesignededucation.com/2020/03/27/assessment-some-notes/>
- See papers from the Design Research Society 2019 conference in Ankara, Turkey
<https://www.designresearchsociety.org/cpages/design-pedagogy-sig>
- See Martin Weller's compilation of links to teaching in the time of COVID-19
<http://blog.edtechie.net/higher-ed/the-covid-19-online-pivot/>
- See specifically Yolanda Morkel's talk
<https://aasa.org.au/news/181/agm-update>

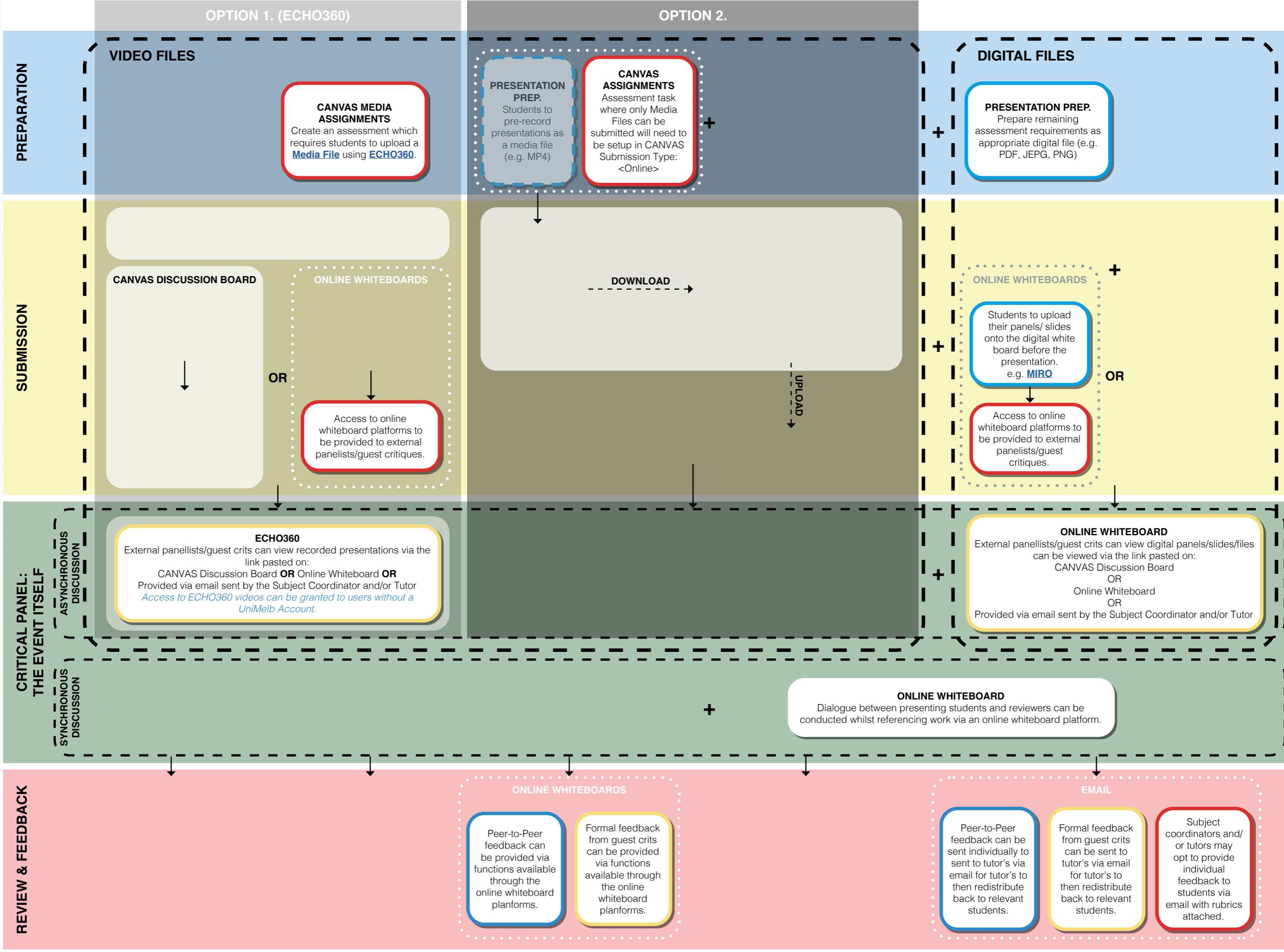
KEY

STUDENT ROLE

SUBJECT COORDINATOR / LECTURER / TUTOR ROLE

EXTERNAL PANELIST / GUEST CRIT ROLE

NOTE: Hyperlinks to further information and guidance have been inserted into the file.



THINGS TO CONSIDER

PREPARATION

FILE SIZE:

Students should be encouraged to compress and reduce their file sizes for all digital submissions.

PREPACK:

Collated packs of the schedule of the event, key links and Zoom invitations would be useful to send to external panellists/guest crits. This will give guests the opportunity to familiarise themselves with relevant links and even view student works that have been uploaded early.

BANDWIDTH:

If all submissions require downloading and uploading time is required for this process to take place.

This may impact the submission deadline set for students to allow for time between file submissions and the presentations to complete this task.

RECOMMENDED ONLINE WHITEBOARDS:

There are various online whiteboard platforms available. At present, subjects have reported positive feedback for *MURAL* or *MIRO* as it allows access to the platform can be granted to users without having to create an account. For further information please view this [link](#).

ARCHIVING:

Assignments submitted through CANVAS will be stored in the LMS permanently and cannot be edited by students.

Access to the file must comply with the university copyright and student IP policies.

These record-keeping approaches may be integrated or parallel to assessment processes, but are very important to incorporate in case of student and/or staff concerns at the end of the semester.

ACCESS TO ECHO360:

Access to Echo360 videos can be granted by:

1. Students sharing submitted videos to subject coordinators. More guidance is available via this [link](#).
2. Subject coordinators create a copy. More guidance is available via this [link](#).
3. Subject coordinators can ashore the links of the videos. More guidance is available via this [link](#).

SUBMISSION

CONSTRUCTIVE DIALOGUE WITH THE PANELLIST:

Students are encouraged to plan ahead some questions they would like the guest crits to answer so as to receive targeted feedback that they wish to receive.

CRITICAL PANEL: THE EVENT ITSELF

REVIEW & FEEDBACK