

# Distance Design Education Meetup 02

## notes 24 March 2020

The theme for this meetup is: **Assessment**

Attendees (please add your name to the list if you feel like it): Derek Jones (Open University(UK)), Nicole Lotz (Open University(UK)), Georgy Holden (Open University(UK)), Iestyn Jowers (Open University(UK)) Joanna Boehnert (Loughborough University. UK), Mostafa Nagy (Ravensbourne University London), Emelie Helsen (Ravensbourne University London), Virna Rossi (Ravensbourne University London)

## Pre-meeting notes

From [@giuliaforsythe](#) :

A few resources, prompts and questions around resources. Feel free to add your own:

1. Purpose and necessity
  - a. Do we have to assess?
  - b. If so, what is the purpose? What do we really need to assess? What doesn't matter?
  - c. If not, what other ways are there to have a 'positive exit' from design HE?
2. Modes and types of assessment
  - a. Difference forms of assessment from [Higher Education Academy \(UK\)](#) and [University of Reading \(UK\)](#)
  - b. Do we need to think of new forms? Use forms we wouldn't normally use?
3. Sharing practice of what works at a distance
  - a. Online jury and crit
  - b. Distance assessment of design journal / diary
4. Fairness, ethics and moral responsibility
  - a. Assessment is inherently asymmetrical in power - how do we take that seriously?
  - b. Design assessment has had a bit of a mixed history - assessment has been of mixed quality in the past...

I do not know where this can go? (I moved these to the previous Meetup notes because they are more about transition to online education - this note is more about assessment.

Interesting article on assessment from Inside Higher Ed on assessment:

[https://insidehighered.com/views/2020/03/23/during-covid-19-crisis-higher-ed-should-rethink-how-assess-test-and-grade-students?utm\\_content=bufferc68f7&utm\\_medium=social&utm\\_source=twitter&utm\\_campaign=IHEbuffer](https://insidehighered.com/views/2020/03/23/during-covid-19-crisis-higher-ed-should-rethink-how-assess-test-and-grade-students?utm_content=bufferc68f7&utm_medium=social&utm_source=twitter&utm_campaign=IHEbuffer)

Includes a very interesting link to :

“The admirably helpful University of Oklahoma professor Laura Gibbs (@OnlineCrsLady) is even compiling a crowdsourced list, “[Alternate Grading in a Crisis](#),” to keep track of changes, decisions, discussions and petitions.”

Which is also worth a look to see what assessment strategies and policies are being put in place.

## Next session on 27 March

Link to Friday's session: #DistanceDesignEd

<https://zoom.us/j/387874380>

## Live notes

### Types of assessment in design (please add):

1. Project assessment : by rubric; expert review; jury; peer review; etc.
2. Portfolio assessment : by jury; experts; Internal Assessment; Expert Jury; Professional Jury;
3. Professional examinations: (e.g. RIBA Part III in the UK - open book simulated )
4. Studio assessment: (not sure if anyone does this?)
5. Report assessment: form depends on subject/discipline;
6. Essay: don't rule it out...
7. Academic or design research project: (these are starting to appear in a lot of places now)
8. Sketch / diary : Like studio assessment, focus on process and activity during design process.
9. Journal / Reflection : (part of above?)

Where does design education take place? For example, also in the workplace? A future session

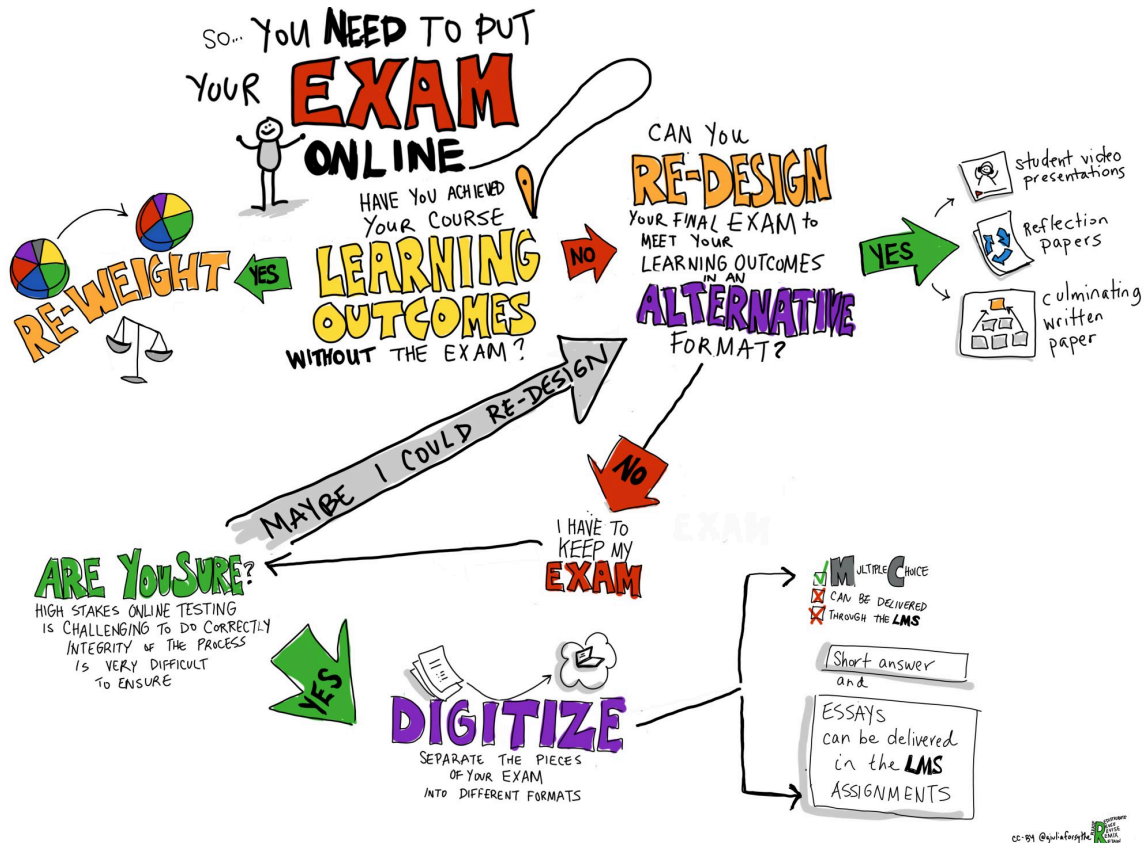
One possible idea: differentiated assessment, allowing students with less engagement to complete earlier and those with more academic ambitions to complete with / allow students to do less (Stella)

Substitution (Georgy) allowing marks gained so far to be averaged.

Flexible assessment practices/ policy: be explicit and clear, negotiate with students and allow for co-design (Derek)

Pass/ fail\_ outcomes achieved/ outcomes achieved well/ outcomes not yet achieved

How do we keep it fair? Students often think that extenuating circumstances should gain



them exemption.

At the OU this is clearly spelt out in an assessment policy.

Student-centeredness is important (Emelie)

It is important to put students at the centre of our teaching. This may even mean changing policies in these current circumstances. Inequity is really showing in these current times, not all of our students have our privileges.

The Swedish system is that students can extend study, to achieve objectives in their own time. (Heather)

Jolanda, work can be submitted up to the last day of the year, but with a cap of 50%, unless they have extenuating circumstances where 100% may be allowed. How do you support students, could resubmission be allowed? Are we looking at formative and summative assessment?

Is the point to enable a student to reach the objectives of the course or to assess them on their achievements at a moment in time? If the former, then maybe formative assessment, or resubmission is appropriate.

Jolanda, testing at different points, could use outcomes achieved well, or not yet achieved. Because if a student manages to keep going through the year and contributes to discussion and work then should they be able to pass?

How do we know, online, that the work is the student's own? Regular submission could ensure that.

Derek, an engaged tutor should know their students and their work.

Design educators tend to be practitioners, so finding time to engage with pedagogical theory and research can be challenging.

How do we give students feedback on an ongoing basis and in what format do we assess their output?

UMEA groups are very small 8-16, assessment is less important for the students, interaction is seen as key. Portfolio pieces are important as is interaction with companies. Some students don't complete their degrees because they get a job with external partners.

Peer learning is important at the OU, both in large cohorts and small tutor groups.

How can we change assessment, using design creativity to turn the current situation into force for creativity and social change?

Personal journeys/ student reflection as a means to avoid plagiarism (Robert)

## Live session text chat

11:51:22 From Derek Jones (OU, DRS PedSIG) :  
[https://docs.google.com/document/d/1w3N-ce5zoXHnK5PuQYmDE\\_VFevnLo-wtZ3JhwDIGF9g/edit#](https://docs.google.com/document/d/1w3N-ce5zoXHnK5PuQYmDE_VFevnLo-wtZ3JhwDIGF9g/edit#)

11:52:05 From Derek Jones (OU, DRS PedSIG) : Hi Mostafa

11:52:13 From Derek Jones (OU, DRS PedSIG) : and Christel :)

11:52:58 From Mostafa Nagy : Hi All

11:54:18 From Jolanda Morkel : Hi everyone, I'm joining from Cape Town, and looking forward to learning from you all!

11:54:28 From Mostafa Nagy : Strange and seareall

11:57:54 From virna rossi : hello I am in, Virna Rossi, from Ravensbourne

11:58:09 From virna rossi : not showing my face thought ;-)

11:58:56 From virna rossi : hi christel

11:59:12 From virna rossi : good morning mostafa

11:59:13 From Jolanda Morkel : No worries, Virna, I also don't have webcam today  
11:59:19 From virna rossi : hi derek  
11:59:52 From Derek Jones (OU, DRS PedSIG) : Hi Virna :)  
12:03:02 From Derek Jones (OU, DRS PedSIG) :  
<https://distancedesignededucation.com/events/>  
12:03:20 From Derek Jones (OU, DRS PedSIG) : #DistanceDesignEd  
12:04:09 From Derek Jones (OU, DRS PedSIG) : <https://zoom.us/j/387874380>  
12:05:02 From virna rossi : oh dear frozen screen for me  
12:05:10 From virna rossi : OK now  
12:06:10 From Derek Jones (OU, DRS PedSIG) :  
<http://distancedesignededucation.com/contact/>  
12:06:52 From Derek Jones (OU, DRS PedSIG) : Live note  
12:06:54 From Derek Jones (OU, DRS PedSIG) :  
[https://docs.google.com/document/d/1w3N-ce5zoXHnK5PuQYmDE\\_VFevnLo-wtZ3JhwDIGF9g/edit#heading=h.kl655z6mnlp7](https://docs.google.com/document/d/1w3N-ce5zoXHnK5PuQYmDE_VFevnLo-wtZ3JhwDIGF9g/edit#heading=h.kl655z6mnlp7)  
12:08:04 From Mostafa Nagy : OK  
12:08:05 From Jolanda Morkel : okay yes  
12:08:08 From Georgina Holden : Who is going to take notes for this session? Would you like me to?  
12:08:17 From Joanna Boehnert : Yes okay to share email.  
12:09:24 From Joanna Boehnert : that would be great Georgina!  
12:09:52 From Jolanda Morkel : Are we talking about both formative and summative assessment?  
12:10:05 From virna rossi : NOTHING is business as usual!  
12:10:34 From Jolanda Morkel : So both feedback for student learning (portfolio building) as well as for grading?  
12:10:44 From Jolanda Morkel : perfect  
12:13:39 From virna rossi : I would love to see self and peer assessment as 'default' mode in this new mode of teaching/learning  
12:14:14 From Jolanda Morkel : Some universities are going for pass/fail rather than using numeral grades  
12:14:36 From Heather Wiltse : assessment at Umeå Institute of Design has always been pass/fail  
12:15:10 From virna rossi : assessment criteria or success criteria: best practice is to co-design with students - this would be so so good just now because students can own the process  
12:15:19 From virna rossi : pass/fail, absolutely the best right now  
12:15:27 From Jolanda Morkel : We've used a matrix as follows: outcomes achieved/ outcomes achieved well/ outcomes not yet achieved  
12:15:46 From virna rossi : stella, sorry can you state the question again?  
12:18:03 From virna rossi : OK clear now thank you  
12:18:25 From Heather Wiltse : wouldn't that partially come down to policy at your institution?  
12:18:52 From virna rossi : yes, flexibility is going to be a must, we cannot stick to rigid system or the whole thing will crumble....

12:21:08 From virna rossi : yes, some assessment will just not be possible and need to be postponed such as the 'making' of things, the 'product'

12:22:06 From virna rossi : yes, it's a pandemic, some of us and some staff will get sick, or WORSE, so extenuating circumstances need to be urgently reviewed

12:22:20 From virna rossi : this is all one BIG extenuating circumstance

12:22:46 From virna rossi : QA must be urgently reviewed everywhere

12:22:58 From Stella Boess : Yes..

12:24:15 From virna rossi : Yes Emelie, spot on

12:24:27 From Mostafa Nagy : Totally agree

12:25:24 From virna rossi : because of this ongoing and formative assessment is MORE important at this time, we should not insist on just 1 final submission, the stakes are too high, too risky now

12:25:30 From virna rossi : heather that's great

12:26:06 From virna rossi : Scandinavia always a great example of 'civilised' systems

12:27:19 From virna rossi : assessment criteria must be reviewed, perhaps some ILOs are not achievable and should be removed or delayed

12:29:09 From Jolanda Morkel : Good point

12:29:49 From Stella Boess : yes our university is allowing us to adapt LOs given the current situation

12:30:50 From Jolanda Morkel : Well said, Georgina

12:31:12 From Heather Wiltse : On the other side of all of these very real and immediate practical challenges, there are so many opportunities now to have higher-level conversations about how and where design is done, and how and where substantive learning takes place, and how and where assessment is done... and these are also things we can talk about with students.

12:31:33 From Jolanda Morkel : How does process get assessed?

12:33:14 From virna rossi : process: use coursework, journaling, portfolio building, ongoing mode

12:33:33 From Jolanda Morkel : We've been exploring ways to record student participation:  
[http://digitalknowledge.cput.ac.za/bitstream/11189/5074/1/Morkel\\_J\\_Voulgarelis\\_H\\_FID\\_2010.pdf](http://digitalknowledge.cput.ac.za/bitstream/11189/5074/1/Morkel_J_Voulgarelis_H_FID_2010.pdf)

12:34:27 From virna rossi : at this time we absolutely must focus on enquiry, research, process, documenting

12:34:36 From virna rossi : in art and design I mean

12:35:13 From virna rossi : Jolanda, great, I also use 'met' or 'not yet'

12:35:41 From virna rossi : Exactly Jolanda

12:36:02 From virna rossi : probably we will not have any 'product' next term

12:36:39 From ehelsen :  
[https://www.chronicle.com/article/Nobody-Signed-Up-for/248298?fbclid=IwAR3mX1ldvc8USmopOV0tYq9xJGhD2Y\\_Tqjq661o\\_GZEVW3tHaNa9cxYc6U](https://www.chronicle.com/article/Nobody-Signed-Up-for/248298?fbclid=IwAR3mX1ldvc8USmopOV0tYq9xJGhD2Y_Tqjq661o_GZEVW3tHaNa9cxYc6U)

12:36:43 From Jolanda Morkel : Exactly, Derek!

12:37:44 From virna rossi : yes

12:37:59 From Derek Jones (OU, DRS PedSIG) :  
[https://docs.google.com/presentation/d/1omz8j69INVP3oTv1dAe3438vzAW-DSnjz-MsFyzhY7l/edit#slide=id.g7f2f85a18d\\_0\\_115](https://docs.google.com/presentation/d/1omz8j69INVP3oTv1dAe3438vzAW-DSnjz-MsFyzhY7l/edit#slide=id.g7f2f85a18d_0_115)

12:38:12 From Jolanda Morkel : Ultimately we want students to collect and present the 'evidence' that they should pass - in the same that they would apply for a job?

12:41:43 From Heather Wiltse : that "small" tutor group of 20 people would seem massive to teachers at Umeå Institute of Design and cause them to panic a little bit ;-)

12:42:29 From Stella Boess : :- ) 20 is about average here. I'm thinking to chop it up into 2x 10 for the upcoming course

12:42:59 From Stella Boess : With sub-teams of 2-3, so 4 teams per studio.

12:43:50 From Stella Boess : Deliverables will be per sub-teams to reduce assessment load on teachers. It was individual before.

12:45:40 From Robert O'Toole Warwick Uni : We're using a similar approach, but with students developing their work and their reflective accounts in OneNote. I like this visual thinking approach, would be good to add.

12:46:08 From ehelsen : Padlet is really useful for this too

12:46:11 From virna rossi : good point Derek, it's meta learning, supporting students to learn about learning and being able to articulate it, make that meta-learning visible

12:47:24 From Stella Boess : Would they be able to copy each others' work?

12:49:37 From Jolanda Morkel : Students and tutors need a common language to engage around design process and meta-cognition, design process, thinking errors etc.

12:49:42 From virna rossi : Stella, I think there will always be those who play the system and plagiarise, but in the sytem Derek is showing, if you follow a student idea/project as they develop it, in the various stages, it is less likely

12:49:55 From Robert O'Toole Warwick Uni : 60 credits! Wow. But we also break our 15 CAT module down into a series of low-stakes assessments like this.

12:51:06 From virna rossi : Derek, do you ask/expect self-assessment against success criteria?

12:51:28 From virna rossi : Does OU do any peer assessment?

12:54:48 From Derek Jones (OU, DRS PedSIG) : @Robert - the 60 is divided into lower stakes assessment but the overall is a big beast. We also try to keep pass/fail simplicity until later stages as ability/confidence changes

12:55:05 From Derek Jones (OU, DRS PedSIG) : @Stella Absolutely!

12:55:50 From Derek Jones (OU, DRS PedSIG) : @Stella - in education it's cheating - in practice it's called teamwork... we require acknowledgement and the tutor-student relationship is key here

12:56:51 From Stella Boess : well my question was a kind of technical one - with Compendium, can they easily copy content from each other and would you know?

12:56:56 From virna rossi : Yes Jolanda, in the ideal world if we could co-construct it would go something like: 1. what should we achieve on this course? (ILOs) - how can we show/evidence learning? (assessment) - what would success look like? (criteria)

12:57:01 From virna rossi : is this possible now?

12:57:30 From Stella Boess : Sorry my response was in response to Derek's comment to my earlier question

12:57:30 From virna rossi : I mean ask those questions to students and agree on ways forward with them

12:58:01 From Jolanda Morkel : Assessment for development, yes

12:58:02 From Robert O'Toole Warwick Uni : Yes

12:58:07 From virna rossi : yes Derek, assessment should be a form of learning, or developemnt

12:58:16 From Georgina Holden : Virna, good questions, and I would say it is possible, but your criteria may be changed.

12:59:46 From Jolanda Morkel : Students want feedback to know 'where they stand' in relation to what is expected

13:01:06 From Joanna Boehnert : The audio was falling out for me.

13:01:40 From virna rossi : Peer feedback would be super interesting to sugest

13:01:48 From virna rossi : I meant to discuss, sorry

13:03:16 From Jolanda Morkel : 'Framing assessment as progress' yes

13:04:51 From Lesley-Ann Noel : After hurricane Maria in Puerto Rico, Maria Mater O'Neill and I used Critical Utopian Action Research to frame a design challenge for students to give them space to grieve and move forward, We wrote a paper on it for DRS 2018

13:05:09 From ehelsen : Sounds great Lesley-Ann- will look this up!

13:05:31 From Heather Wiltse : at UID, the 10-week project course that was set up with a major external partner around research in healthcare completely fell through, given the current situation. It will now be reframed around how to design in a time of pandemics.

13:05:33 From Jolanda Morkel : In redesigning our courses, let's work with the end in mind. In other words, how can we help students to find alternative ways to develop evidence of having met the expected outcomes?

13:05:38 From virna rossi : I agree, for example to have meaningful and authentic assessment in our present circumstances

13:05:47 From virna rossi : values-based education

13:09:44 From Stella Boess : Lesley-Ann Noel's paper:  
<https://www.dropbox.com/s/ppr2dvkuagvwend/Noel%20O%E2%80%99Neill%20351.pdf?dl=0>

13:09:46 From Jolanda Morkel : Yes, Virna - authentic assessment is key

13:10:26 From ehelsen : Amazing- thank you Stella!

13:10:38 From Lesley-Ann Noel : Thanks Stella :)

13:10:54 From virna rossi : peer-learning: for example us just now: we are chatting and bouncing ideas of each other, this will inform our practice

13:12:18 From virna rossi : IMPORTANT: I would like to follow everyone here, on Twitter, my handle is @VirnaRossi

13:12:30 From Jolanda Morkel : The question: what drives learning? Assessment? Students must know upfront how their performance will be assessed.

13:13:03 From virna rossi : students can escape bad teaching, they cannot escape bad assessment

13:13:24 From Mostafa Nagy : Thank you

13:13:28 From virna rossi : oh dear, Derek, I am so sorry, do you mean Corona symptoms???

13:13:40 From Jolanda Morkel : Thanks Derek, and everyone! Take care.