ual:

Talking about things we can see

Developing assessment and feedback literacies through visualisation and data drawing

Laura Knight / University of the Arts London

ual:

"the meaning-making of feedback
comments does not take place
in a vacuum but is embedded
in a disciplinary context comprising
different knowledge contents
and practices"

Esterhazya, R & Damşab, C, Unpacking the feedback process: An analysis of undergraduate students'
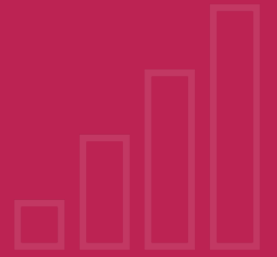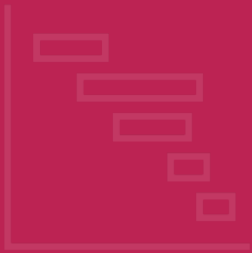interactional meaning-making of feedback comments p6

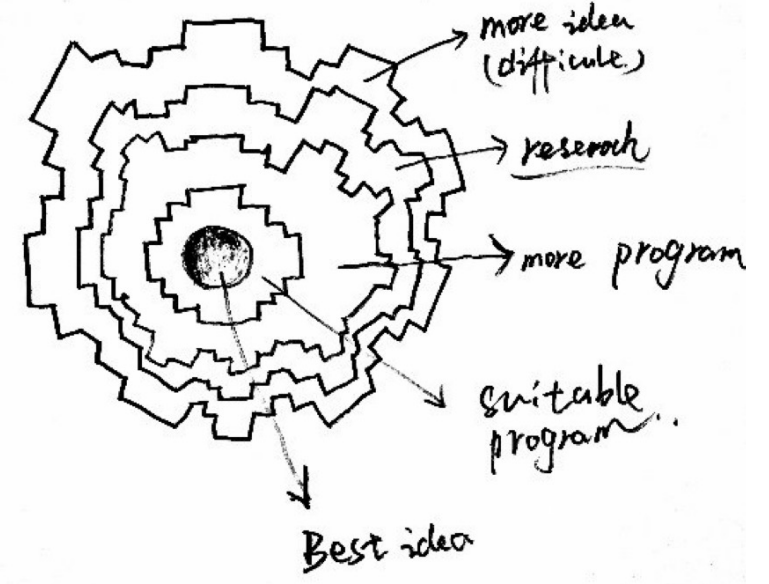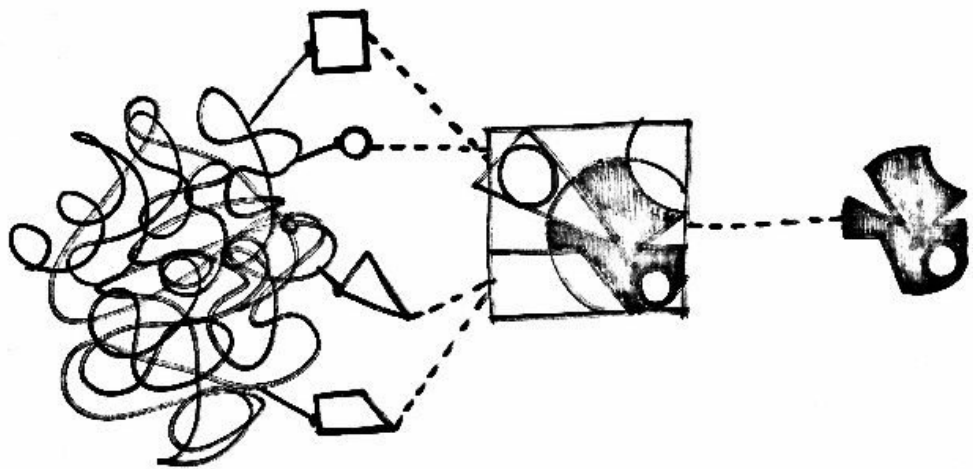ual:

" disciplinary ways of knowing, being and practicing...

Barnett, R & Coates, K. (2005) Engaging the curriculum in higher education

"

ual:

context

The sketches include the following handwritten labels:

more idea (difficult)

research

more program

suitable program

Best idea
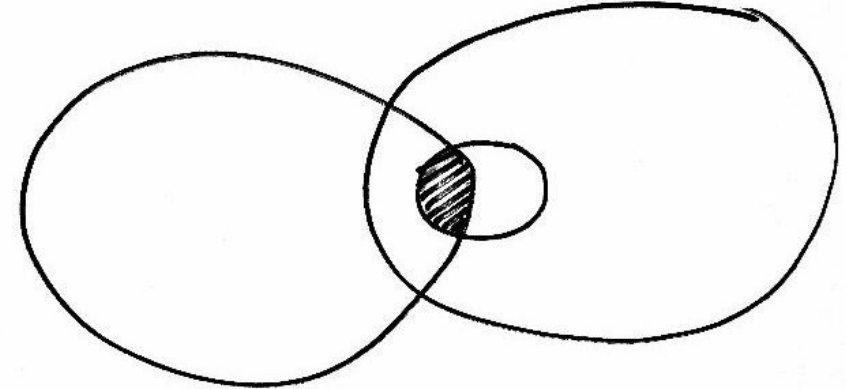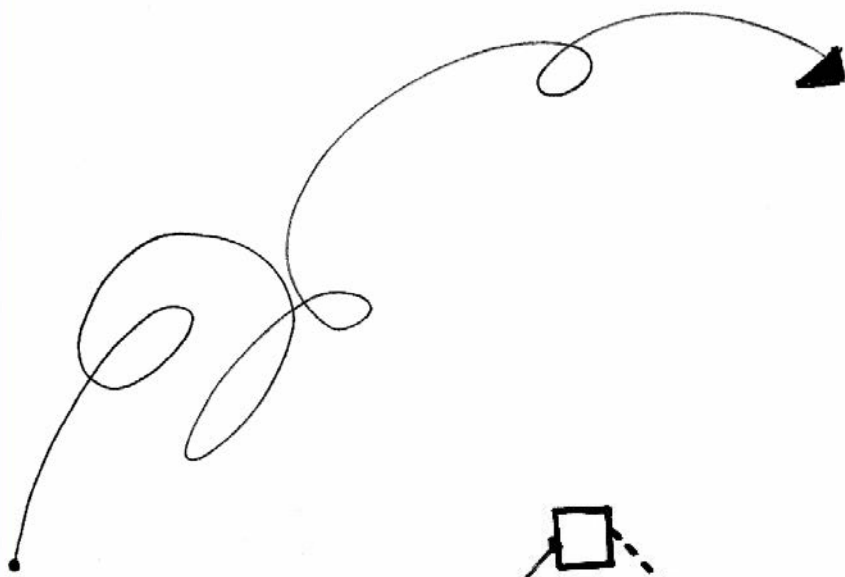
Knight, L and Vickress, A. (2019) Disrupting Simplicity. In: Graphic Design Educators Network / Time and Space, 5-6 September 2019, University of West England.

ual:

challenges

o students new to the discipline

o > 90% international

o holistic assessment

o project based learning > multiple assessment formats

o limited experience of reflective practice

" **students typically enact feedback as if it were solely an input mechanism**

Barnett, R & Coates, K. (2005) Engaging the curriculum in higher education

"

ual:

monologue

learner ⟵————————————————————— tutor

Nicol, D (2010) From monologue to dialogue: improving written feedback processes in mass higher education, Assessment & Evaluation in Higher Education, 35:5, 501-517, DOI: 10.1080/02602931003786559

ual:

dialogue

learner ⬸ – ➤ **tutor**

Nicol, D (2010) From monologue to dialogue: improving written feedback processes in mass higher education, Assessment & Evaluation in Higher Education, 35:5, 501-517, DOI: 10.1080/02602931003786559

Knight, L (2019) Unlearning: Co-creating more inclusive spaces in design education. In: Graphic Design Educators Network / Time and Space, 5-6 September 2019, University of West England.

ual:

feedback literacy

o commits to feedback as improvement

o appreciates feedback as an active process

o elicits information to improve learning

o processes feedback information

o acknowledges and works with emotions

o acknowledges feedback as a reciprocal process

o enacts outcomes of processing of feedback information.

Molloy, E., Boud, D. & Henderson, M. (2020) Developing a learning-centred framework for feedback literacy, Assessment & Evaluation in Higher Education, 45:4, 527-540
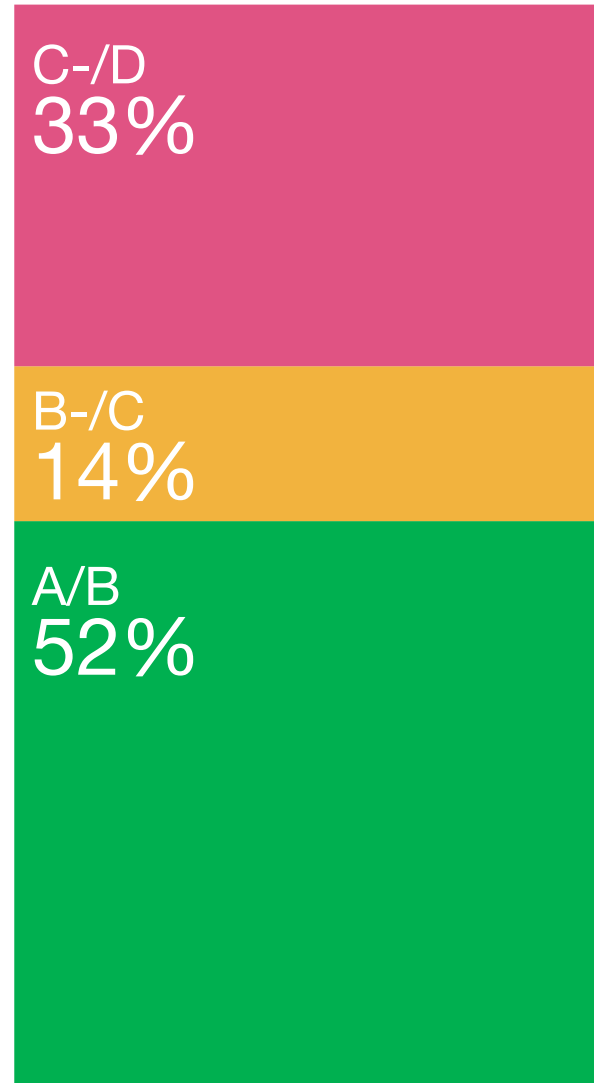
ual:

feedback literacy

- commits to feedback as improvement
- appreciates feedback as an active process
- elicits information to improve learning
- processes feedback information
- acknowledges and works with emotions
- acknowledges feedback as a reciprocal process
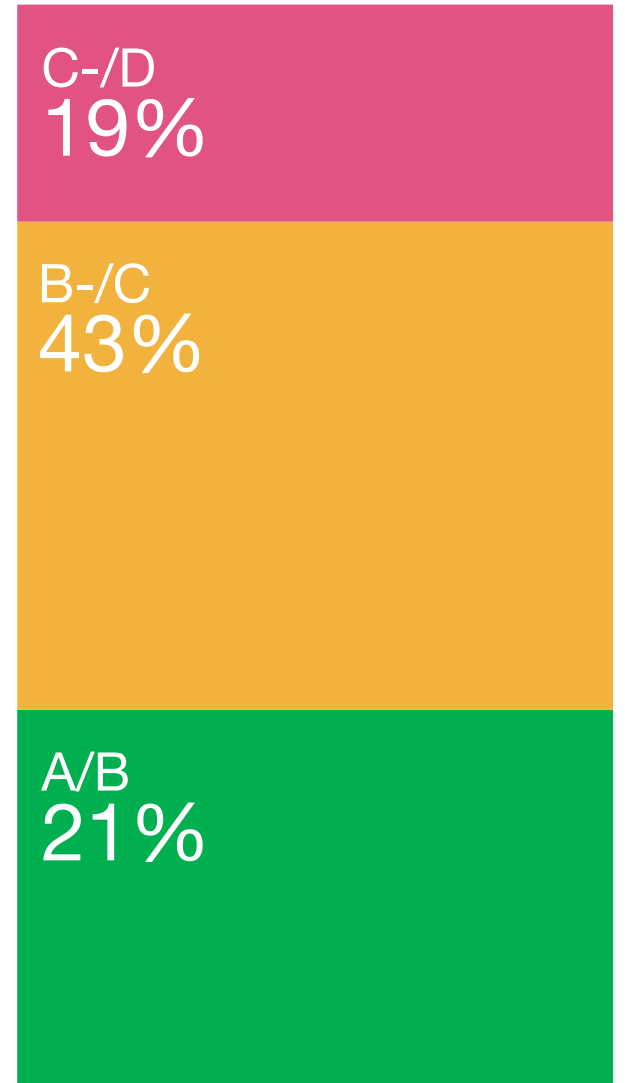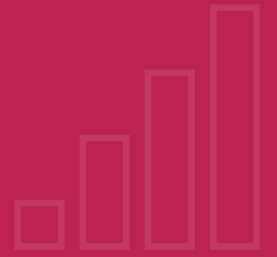- enacts outcomes of processing of feedback information.

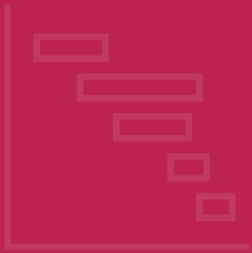**Molloy, E., Boud, D. & Henderson, M.** (2020) Developing a learning-centred framework for feedback literacy, Assessment & Evaluation in Higher Education, 45:4, 527-540

ual:

methods

ual:

diagrammatic
elicitation

Umoquit, M., Tso, P., Varga-Atkins, T., O'Brien, M., & Wheeldon, J. (2013). Diagrammatic Elicitation: Defining the Use of Diagrams in Data Collection. The Qualitative Report, 18(30), 1-12.
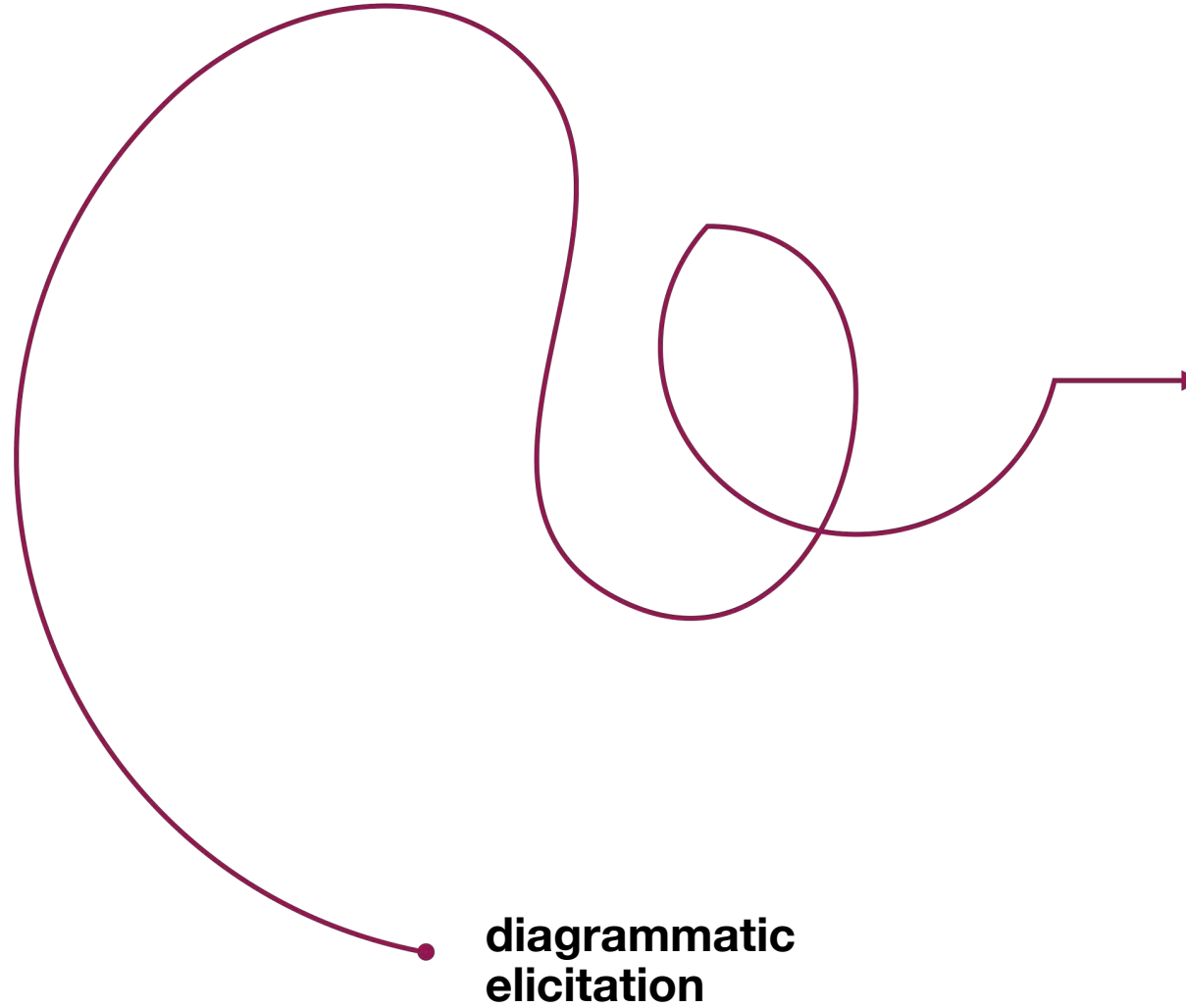
ual:

participant-led

○ participant creates a diagram
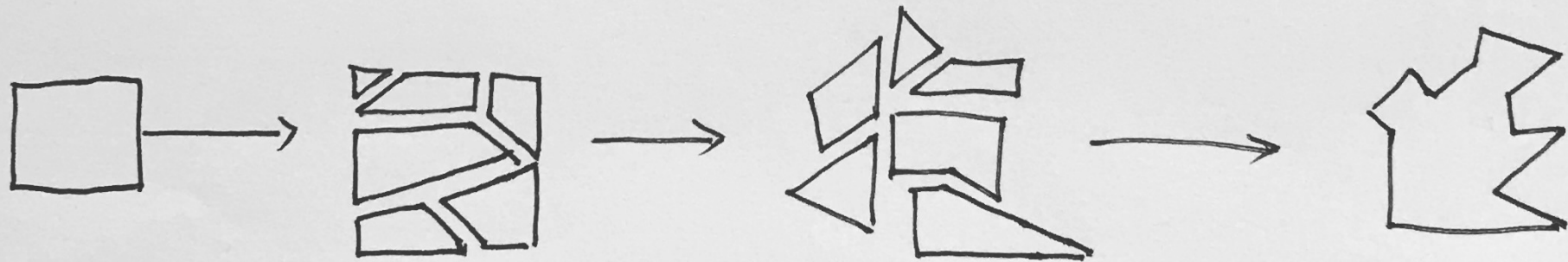
Umoquit, M., Tso, P., Varga-Atkins, T., O'Brien, M., & Wheeldon, J. (2013). Diagrammatic Elicitation: Defining the Use of Diagrams in Data Collection. The Qualitative Report, 18(30), 1-12.

ual:

researcher-led

○ the participant creates a diagram

○ the participant edits a researcher-prepared diagram

Umoquit, M., Tso, P., Varga-Atkins, T., O'Brien, M., & Wheeldon, J. (2013). Diagrammatic Elicitation: Defining the Use of Diagrams in Data Collection. The Qualitative Report, 18(30), 1-12.
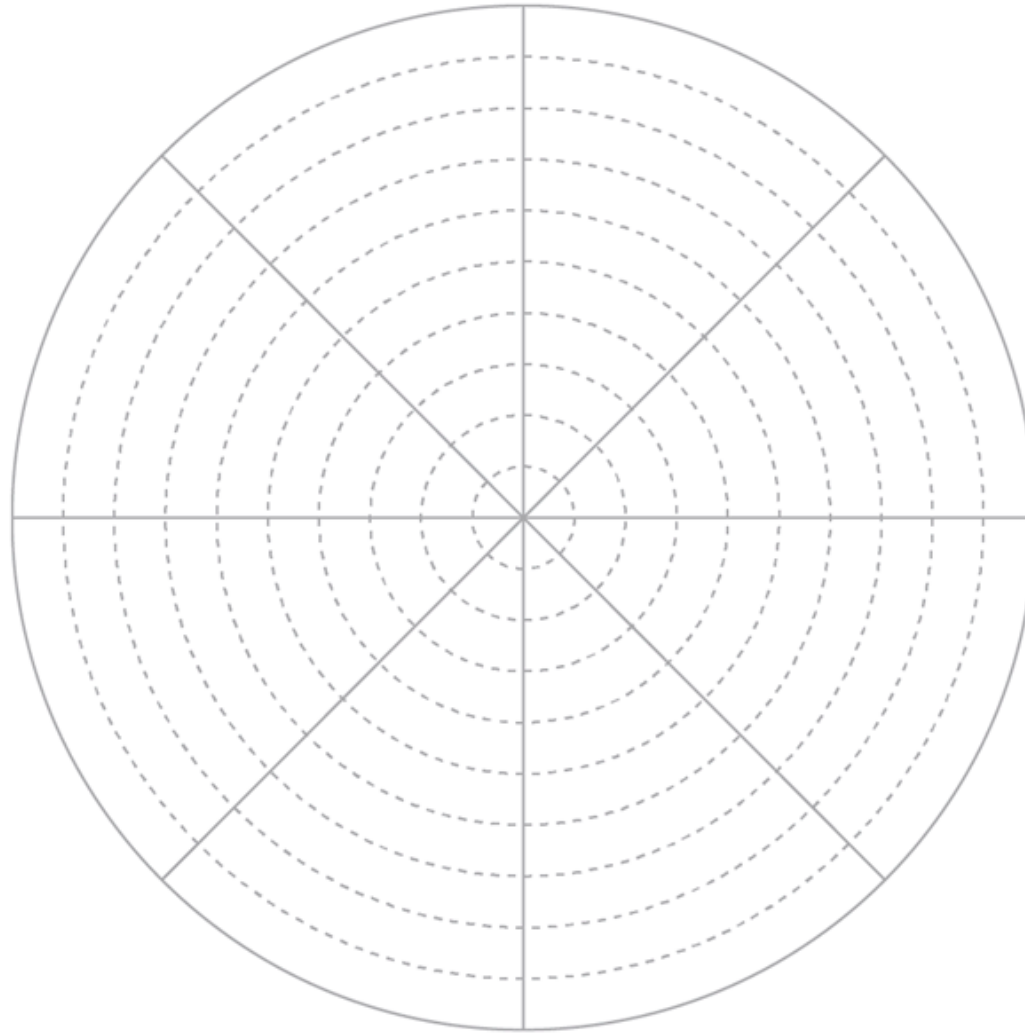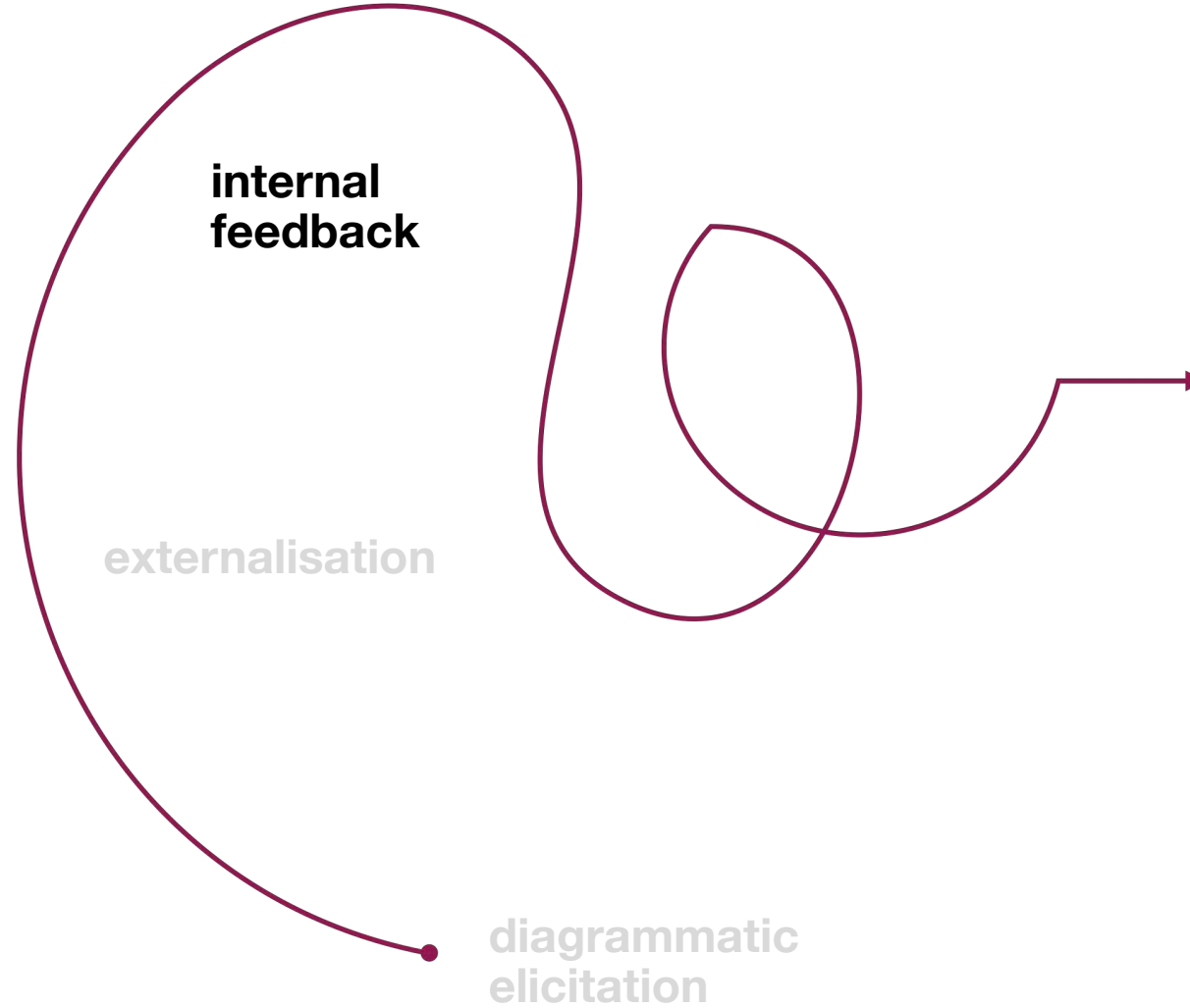
Early prototype of Learning Outcomes diagram: www.laurahknight.com/writing/2022/9/23/hacking-florence-nightingale

ual:

externalisation

diagrammatic
elicitation

Boyd Davis, S., & Vane O. (2020) "Design as Externalization: Enabling Research." Information Design Journal 25 (1): 28–42

ual:
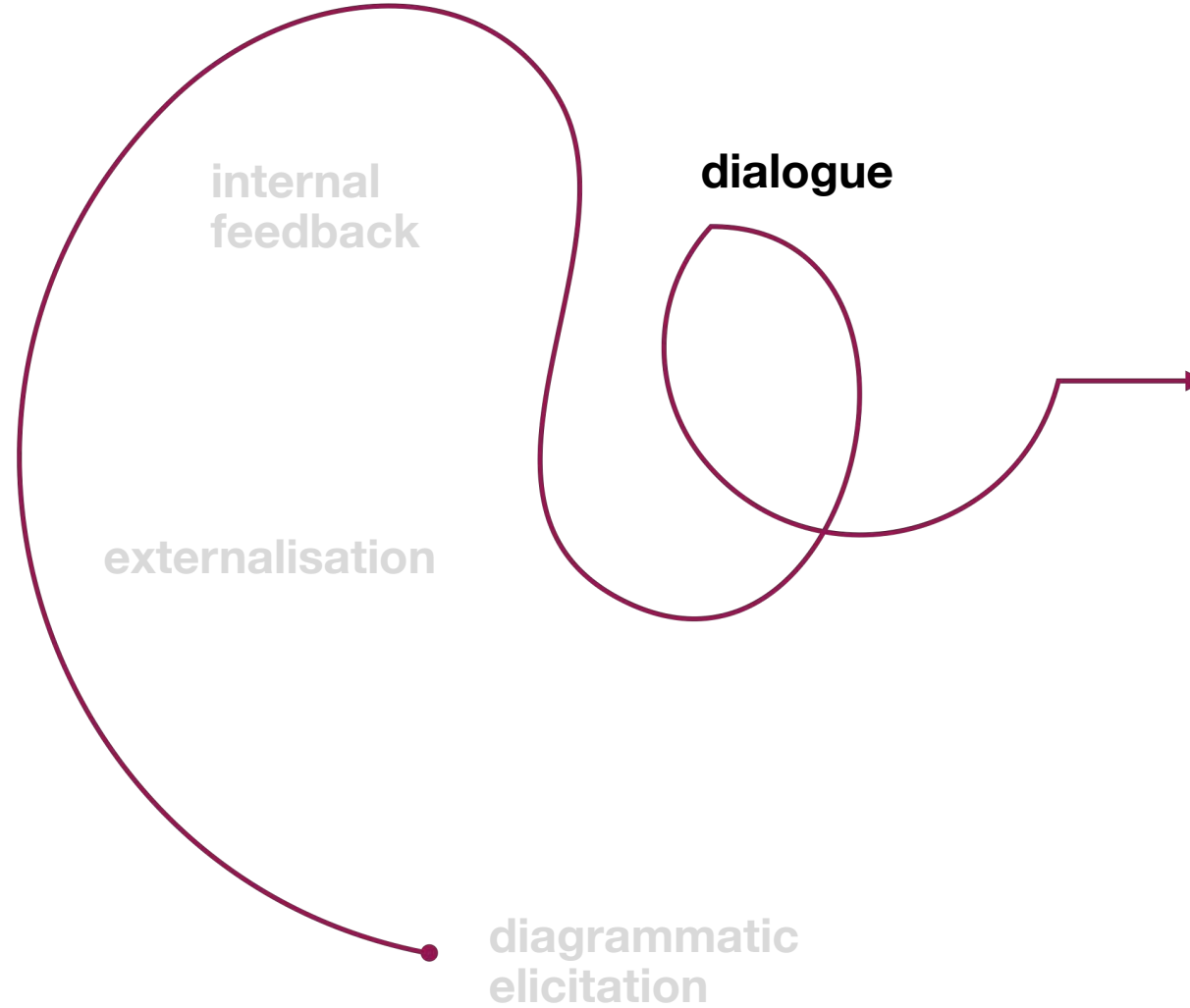
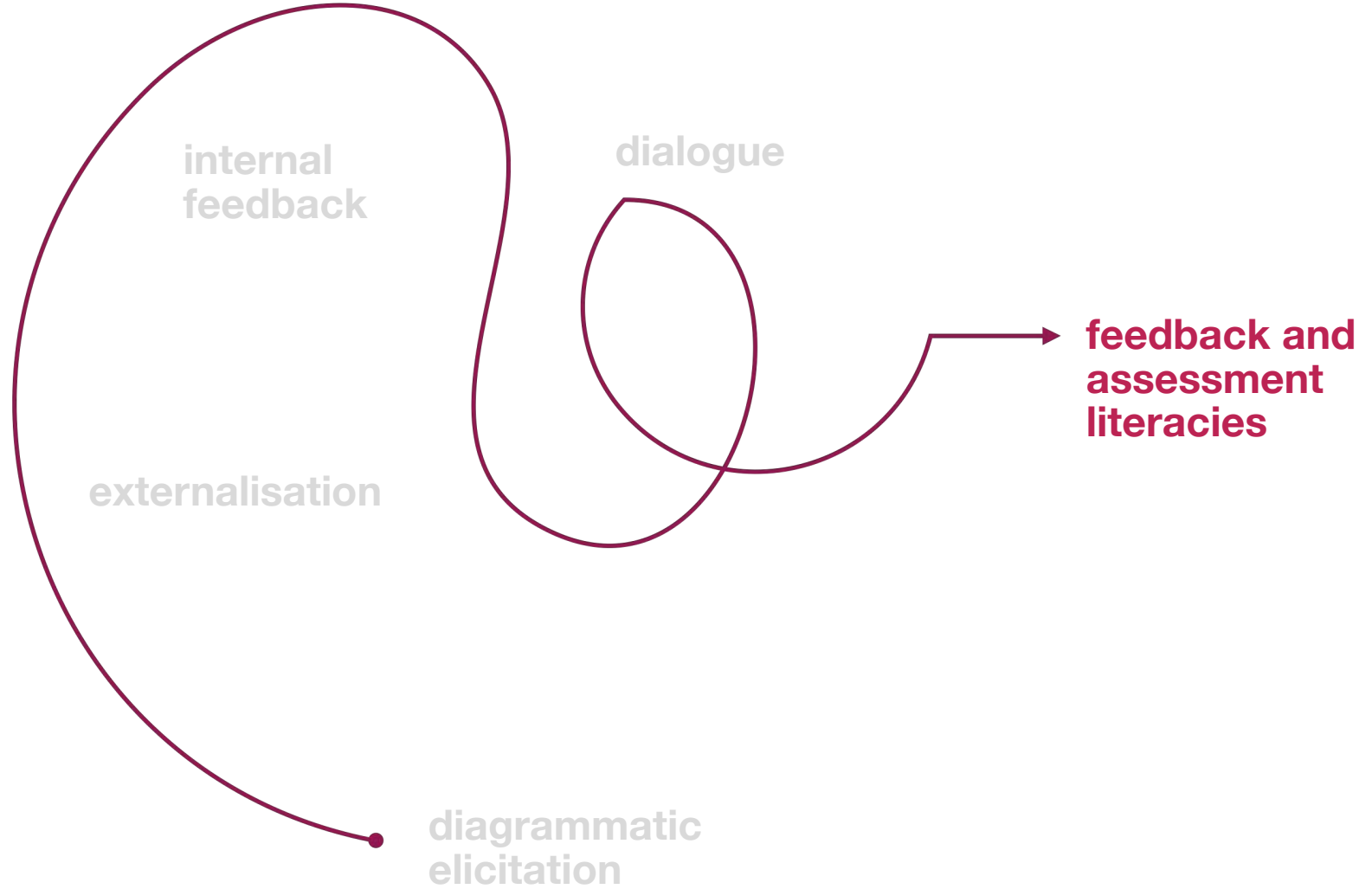internal
feedback

externalisation

diagrammatic
elicitation
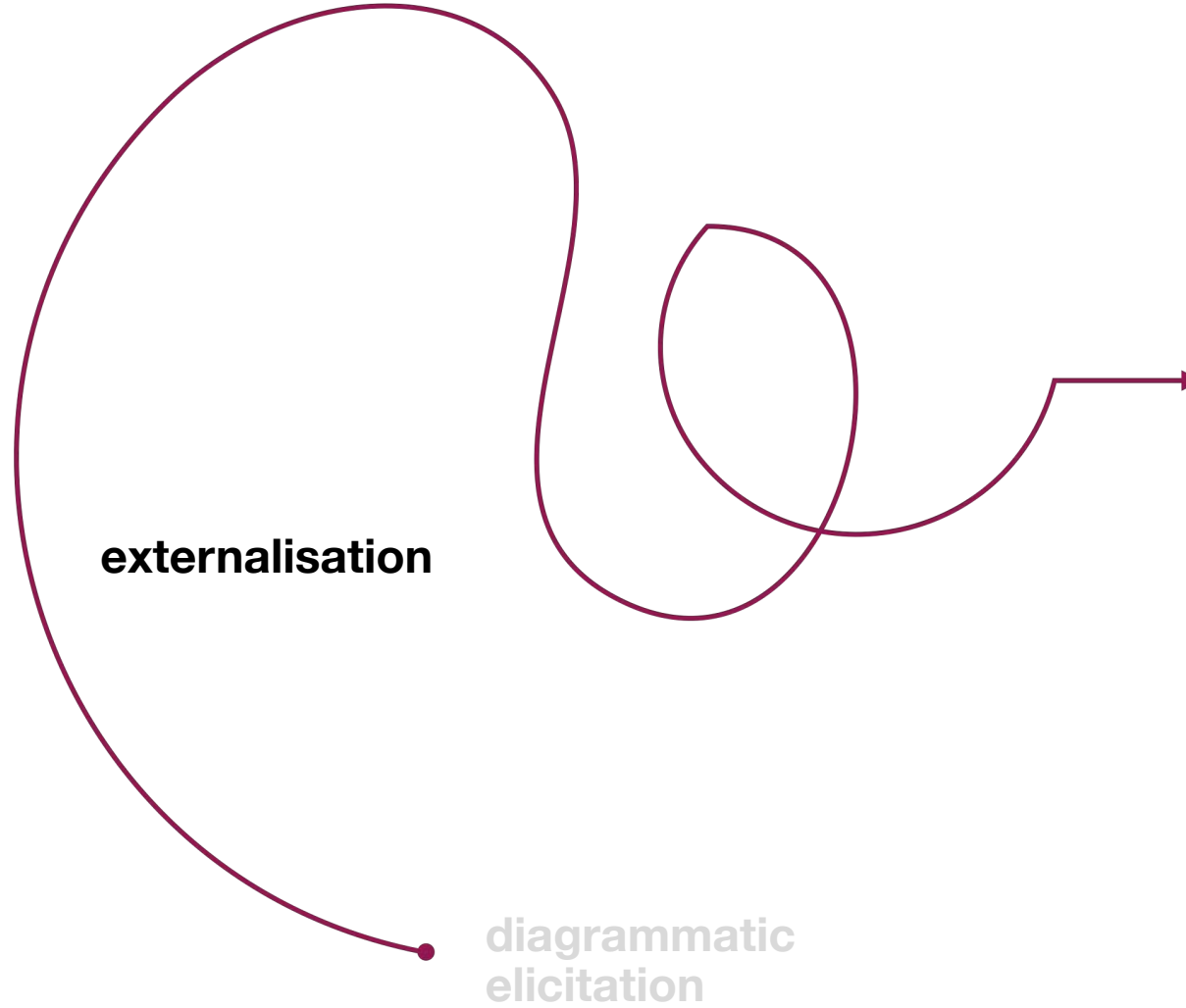
Nicol, E & McCallum, S (2022) Making internal feedback explicit: exploiting the multiple comparisons that occur during peer review, Assessment & Evaluation in Higher Education, 47:3, 424-443

ual:

internal
feedback

dialogue

externalisation

diagrammatic
elicitation

Laurillard, D. (2002). Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies. 10.4324/9780203160329.

internal feedback

dialogue

externalisation

feedback and assessment literacies

diagrammatic elicitation

ual:

Molloy, E., Boud, D., & Henderson, M. (2020) Developing a learning-centred framework for feedback literacy, Assessment & Evaluation in Higher Education, 45:4, 527-540

ual:

methodology

identify

challenges

prototype

reflective
diagrams

test

assessment
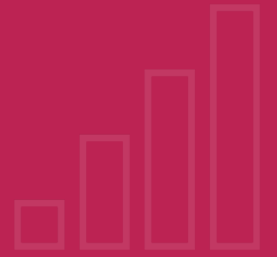strategy

evaluate

student
reflection   +   after action
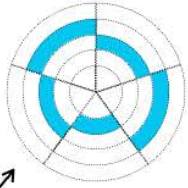review

ual:

case study

MY CONFIDENCE

COLOUR IN THE BAR THAT SHOWS HOW CONFIDENT YOU FEEL FOR EACH OF THE GRADING CRITERIA...

1. SUPER CONFIDENT
2. CONFIDENT
3. SOMEWHAT CONFIDENT
4. NOT THAT CONFIDENT
5. UNCONFIDENT

LIKE THIS

NOW MARK WHERE YOU WOULD LIKE TO BE FOR THE END OF THE UNIT (IN A DIFFERENT COLOUR/LINE)

WRITE DOWN SOME OF THE THINGS YOU NEED TO IMPROVE IN ORDER TO GET THERE. USE THE WORDS FROM THE GRADE DESCRIPTIONS.
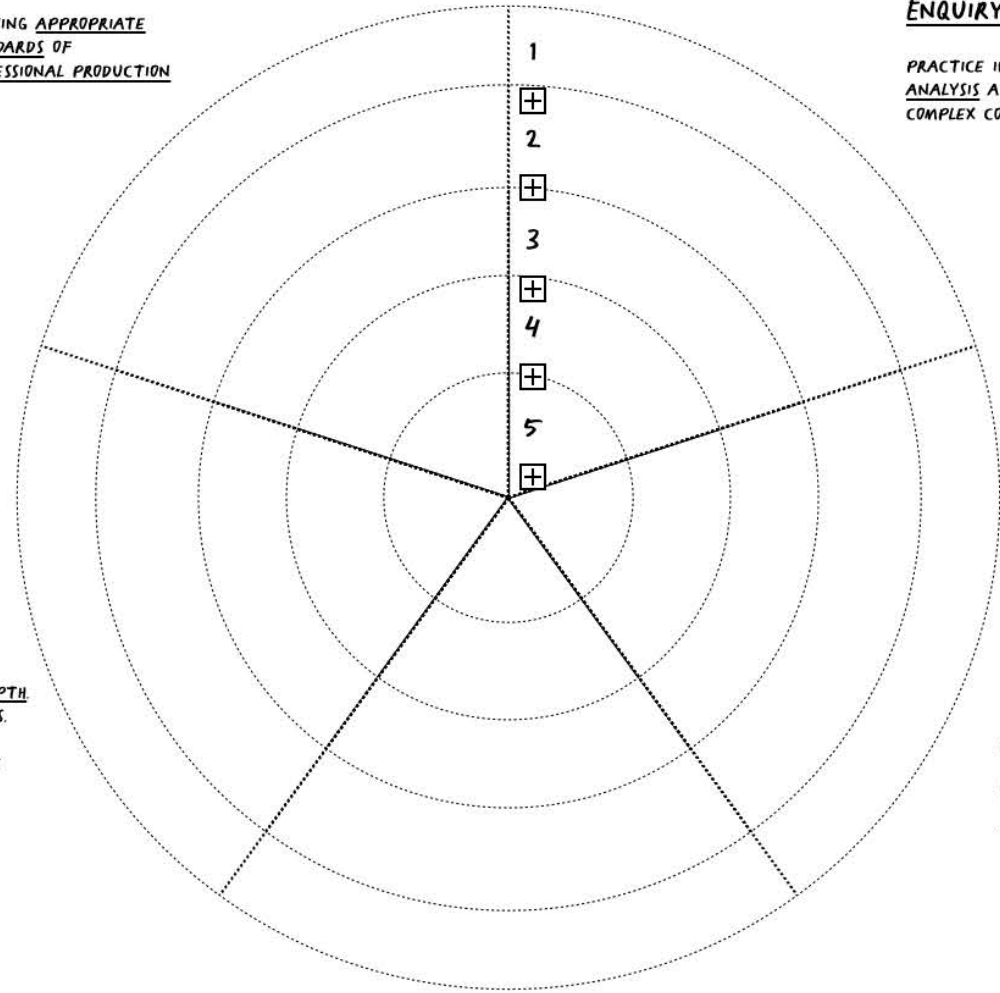
LEARNINGS TO TAKE FORWARD

1. ....
2. ....
3. ....
4. ....
5. ....

REALISATION

MEETING APPROPRIATE STANDARDS OF PROFESSIONAL PRODUCTION

ENQUIRY

PRACTICE INFORMED BY CRITICAL ANALYSIS AND EVALUATION OF DIVERSE COMPLEX CONCEPTS AND IDEAS

1
2
3
4
5

COMMUNICATION

DEMONSTRATING CLARITY AND DEPTH. SYNTHESIS OF DIVERSE INTENTIONS. CONTEXTS AND ARGUMENTS APPROPRIATE TO YOUR AUDIENCES

KNOWLEDGE

CRITICAL ANALYSIS OF A RANGE OF PRACTICAL THEORETICAL AND TECHNICAL KNOWLEDGE
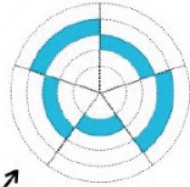
PROCESS

EXPERIMENT AND EVALUATE METHODS. RESULTS AND THEIR IMPLICATIONS

MY CONFIDENCE

COLOUR IN THE BAR THAT SHOWS HOW CONFIDENT YOU FEEL FOR EACH OF THE GRADING CRITERIA...

1. SUPER CONFIDENT
2. CONFIDENT
3. SOMEWHAT CONFIDENT
4. NOT THAT CONFIDENT
5. UNCONFIDENT

LIKE THIS

NOW MARK WHERE YOU WOULD LIKE TO BE FOR THE END OF UNIT 2 (AS A DIFFERENT COLOUR/LINE)

WRITE DOWN SOME OF THE THINGS YOU NEED TO IMPROVE IN ORDER TO GET THERE. USE THE WORDS FROM THE GRADE DESCRIPTIONS (YOU MIGHT ALSO WANT TO THINK ABOUT YOUR UNIT 1 FEEDBACK)

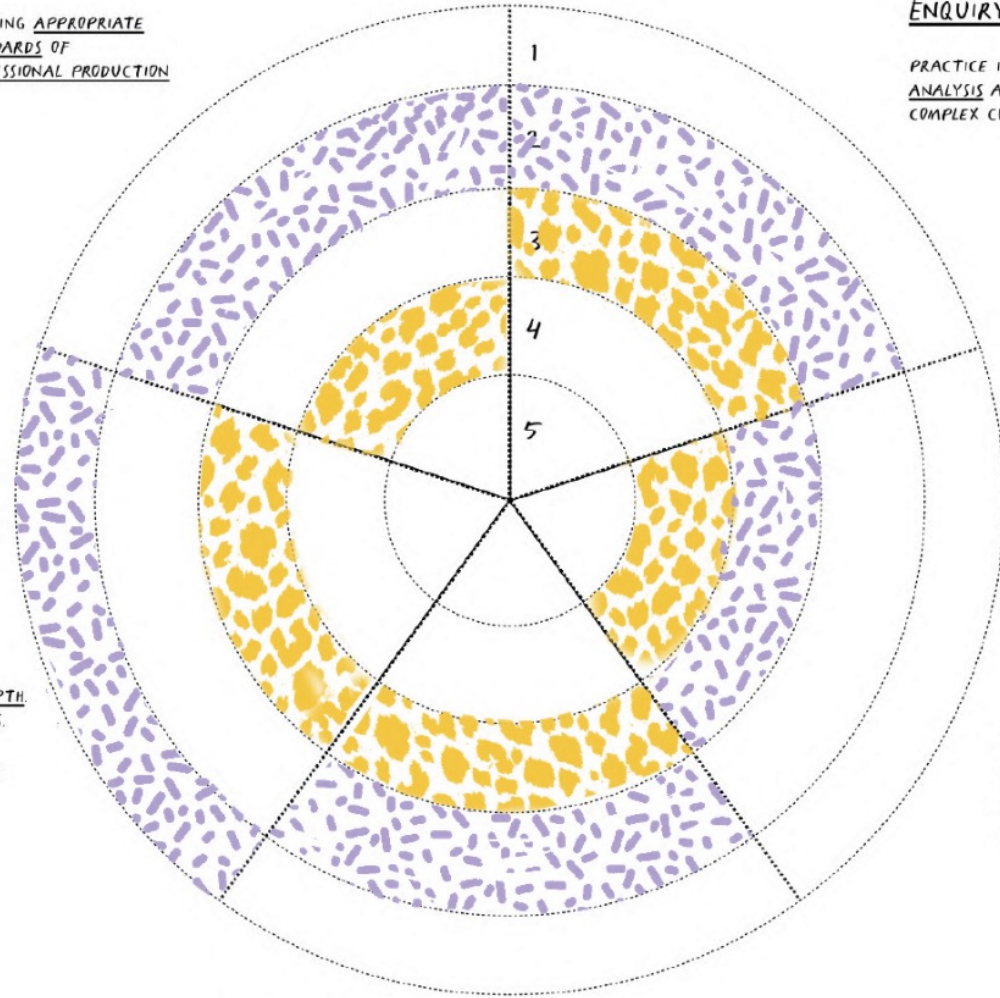LEARNINGS TO TAKE FORWARD INTO LOCATE

1. Critical thinking
2. Self-reflection ☆
3. professional methodology
4. Diagram method
5. interesting creativity

REALISATION

MEETING APPROPRIATE STANDARDS OF PROFESSIONAL PRODUCTION

ENQUIRY

PRACTICE INFORMED BY CRITICAL ANALYSIS AND EVALUATION OF DIVERSE COMPLEX CONCEPTS AND IDEAS

COMMUNICATION

DEMONSTRATING CLARITY AND DEPTH. SYNTHESIS OF DIVERSE INTENTIONS. CONTEXTS AND ARGUMENTS APPROPRIATE TO YOUR AUDIENCES
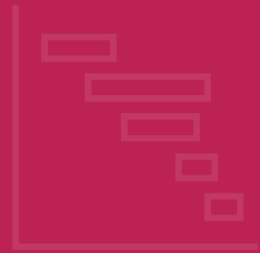
KNOWLEDGE

CRITICAL ANALYSIS OF A RANGE OF PRACTICAL. THEORETICAL AND TECHNICAL KNOWLEDGE

PROCESS

EXPERIMENT AND EVALUATE METHODS. RESULTS AND THEIR IMPLICATIONS

ual:

learner

intrinsic
feedback

ual:

"As the unit progressed, I found that my ability to self-evaluate improved greatly. It helped me realised which aspects I needed support with. Through these feedback sessions, I'm able to understand my strengths and weaknesses and better refine my work for assessment

Student feedback

ual:

"By reflecting on myself in this way, I'm more aware of my learning progress. I'm also able to better make decisions and articulate the reasons for those decisions
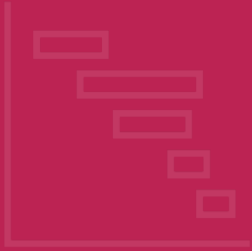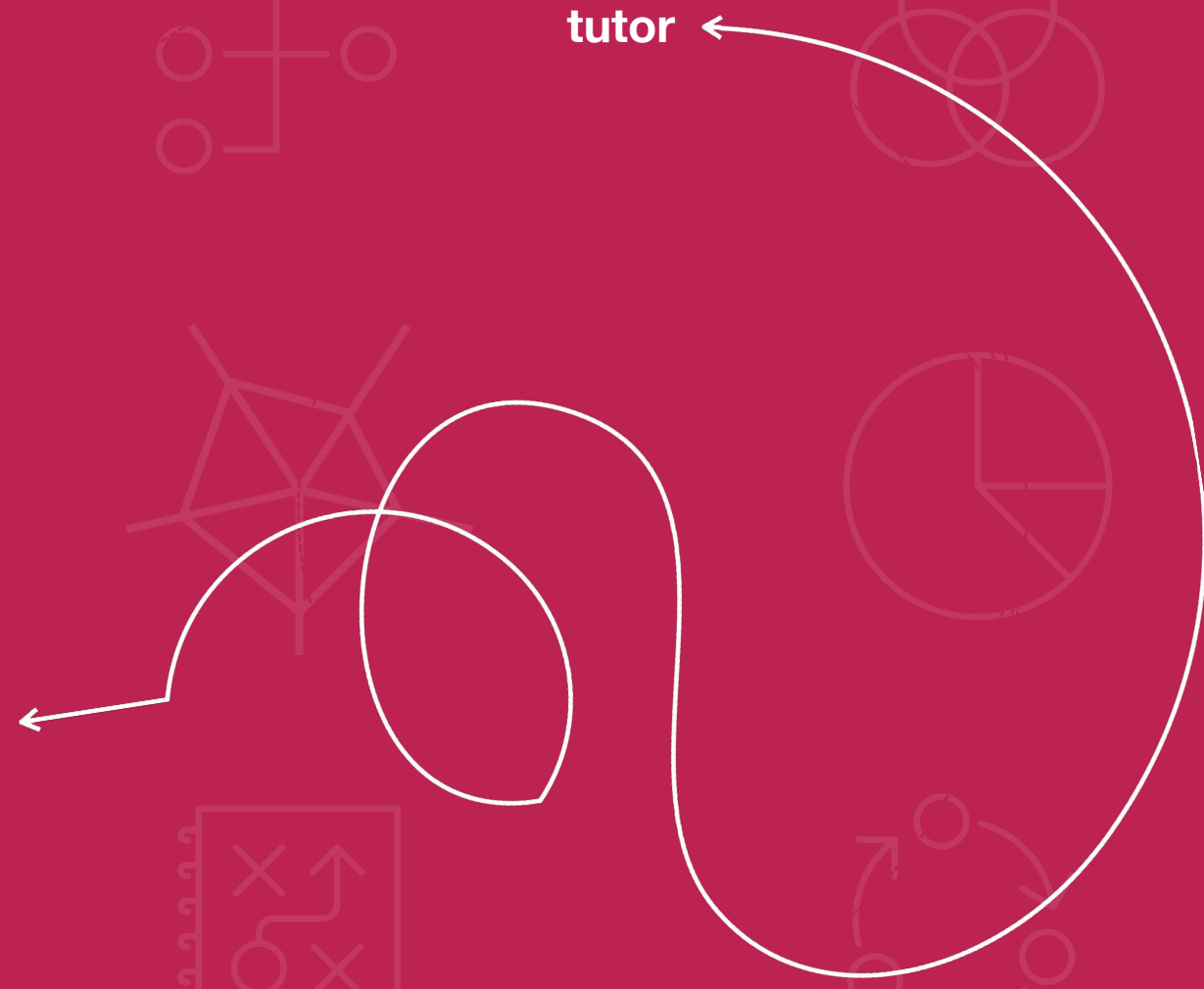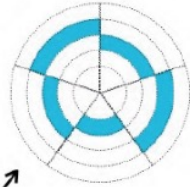
Student feedback
"

MY CONFIDENCE

COLOUR IN THE BAR THAT SHOWS HOW CONFIDENT
YOU FEEL FOR EACH OF THE GRADING CRITERIA...

1. SUPER CONFIDENT
2. CONFIDENT
3. SOMEWHAT CONFIDENT
4. NOT THAT CONFIDENT
5. UNCONFIDENT

LIKE THIS

NOW MARK WHERE YOU WOULD LIKE TO BE FOR THE
END OF UNIT 2 (AS A DIFFERENT COLOUR/LINE)

WRITE DOWN SOME OF THE THINGS YOU NEED TO
IMPROVE IN ORDER TO GET THERE. USE THE WORDS
FROM THE GRADE DESCRIPTIONS (YOU MIGHT ALSO
WANT TO THINK ABOUT YOUR UNIT 1 FEEDBACK)
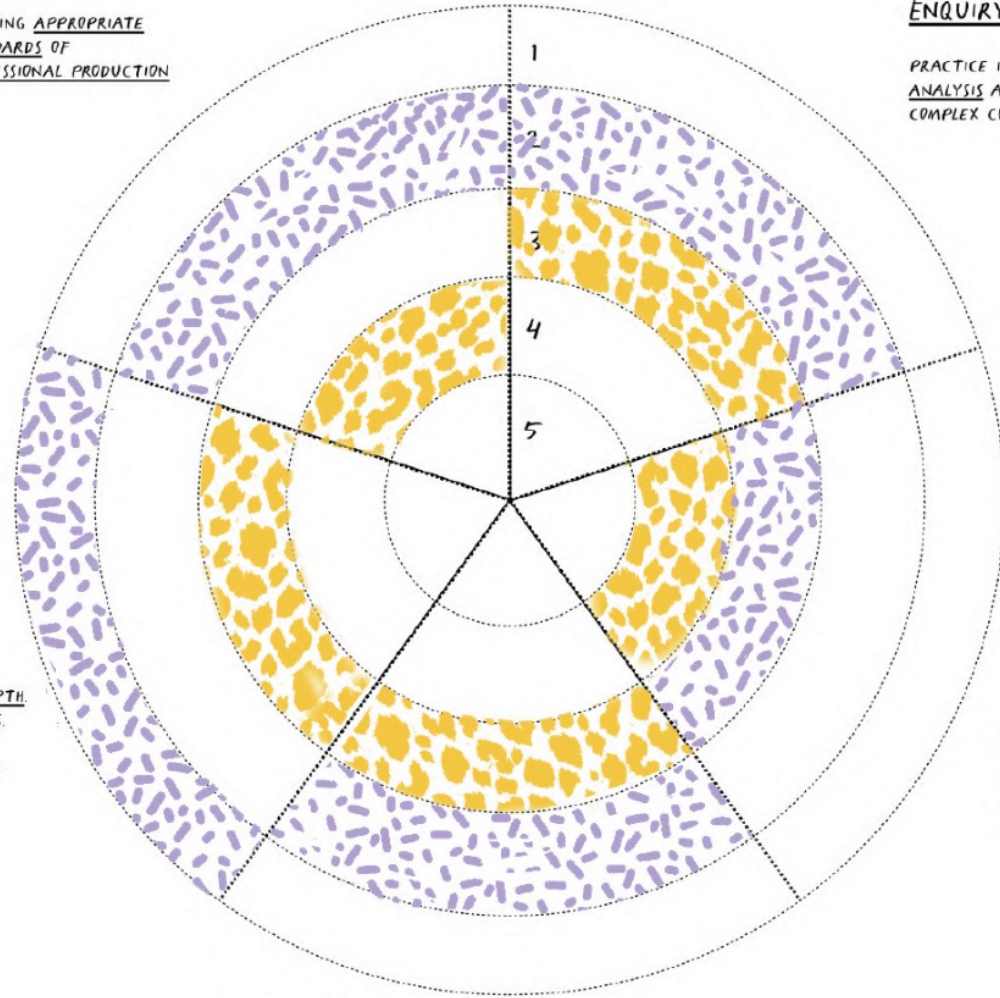
LEARNINGS TO TAKE FORWARD INTO LOCATE

1. Critical thinking
2. self-reflection ☆
3. professional methodology
4. Diagram method
5. interesting creativity

REALISATION

MEETING APPROPRIATE
STANDARDS OF
PROFESSIONAL PRODUCTION

ENQUIRY

PRACTICE INFORMED BY CRITICAL
ANALYSIS AND EVALUATION OF DIVERSE
COMPLEX CONCEPTS AND IDEAS

COMMUNICATION

DEMONSTRATING CLARITY AND DEPTH.
SYNTHESIS OF DIVERSE INTENTIONS.
CONTEXTS AND ARGUMENTS
APPROPRIATE TO YOUR AUDIENCES

KNOWLEDGE

CRITICAL ANALYSIS OF A RANGE
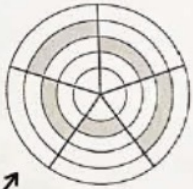OF PRACTICAL, THEORETICAL
AND TECHNICAL KNOWLEDGE

PROCESS

EXPERIMENT AND EVALUATE
METHODS, RESULTS AND
THEIR IMPLICATIONS

MY CONFIDENCE

COLOUR IN THE BAR THAT SHOWS HOW CONFIDENT YOU FEEL FOR EACH OF THE GRADING CRITERIA...

1. SUPER CONFIDENT
2. CONFIDENT
3. SOMEWHAT CONFIDENT
4. NOT THAT CONFIDENT
5. UNCONFIDENT

LIKE THIS

NOW MARK WHERE YOU WOULD LIKE TO BE FOR THE END OF UNIT 2 (AS A DIFFERENT COLOUR/LINE)

WRITE DOWN SOME OF THE THINGS YOU NEED TO IMPROVE IN ORDER TO GET THERE. USE THE WORDS FROM THE GRADE DESCRIPTIONS (YOU MIGHT ALSO WANT TO THINK ABOUT YOUR UNIT 1 FEEDBACK)

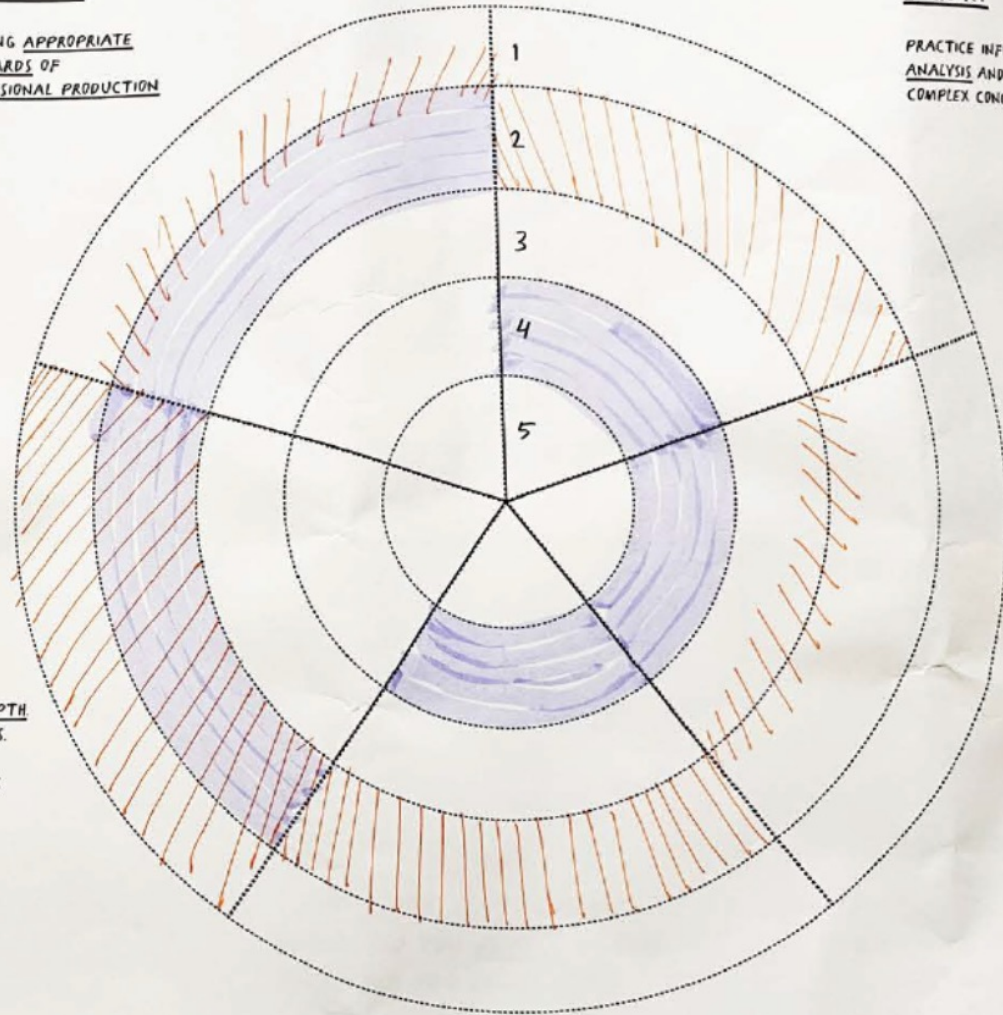## LEARNINGS TO TAKE FORWARD INTO LOCATE

1. Self-evaluation methods
2. Everything need critical analysis
3. Put everything / class reflection - link to project in Process Book
4. Future Plan + Evaluation (Feedback from Audience)
5. More practice & reference

REALISATION

MEETING APPROPRIATE STANDARDS OF PROFESSIONAL PRODUCTION

ENQUIRY

PRACTICE INFORMED BY CRITICAL ANALYSIS AND EVALUATION OF DIVERSE COMPLEX CONCEPTS AND IDEAS

COMMUNICATION

DEMONSTRATING CLARITY AND DEPTH SYNTHESIS OF DIVERSE INTENTIONS. CONTEXTS AND ARGUMENTS APPROPRIATE TO YOUR AUDIENCES

KNOWLEDGE

CRITICAL ANALYSIS OF A RANGE OF PRACTICAL THEORETICAL AND TECHNICAL KNOWLEDGE

PROCESS

EXPERIMENT AND EVALUATE METHODS, RESULTS AND THEIR IMPLICATIONS

ual:

tutor

extrinsic
feedback

feedback

learner
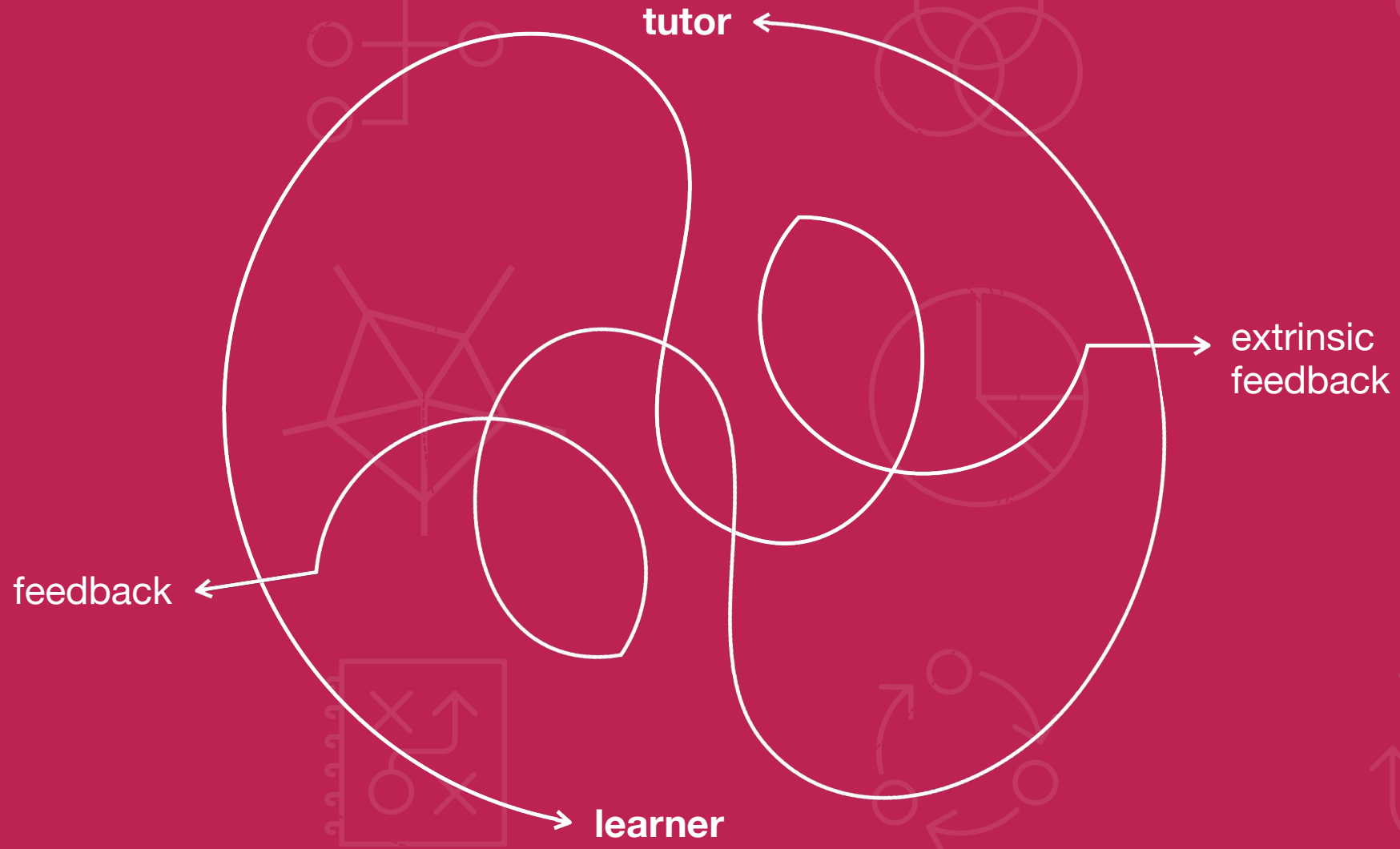
ual:

iterative

identify   **prototype**   **test**   **evaluate**

challenge   diagrams   assessment   student   +   after action
                             strategy   reflection   review

HIGHS AND LOWS

I find it hard to start my research. I don't good at this stage.

I really enjoy this project! The topic is I decide so the locate is both challenging and interesting!

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

LOCATE (MANUAL) — I enjoy making animating!

VISIBILIZE

PUBLICIZE — Writing is a really hard task for me. I don't feel confident.

BIOTYPE

LOCATE (PROPOSAL)

This is because, I still stuck in china. I can't join the datawalk with my team. which makes me feel bad!

1. CHOOSE A <u>COLOUR</u> OR A <u>SYMBOL</u> TO REPRESENT EACH OF THESE FEELINGS. ADD THEM TO THIS KEY THEN <u>FILL IN THE BOXES ABOVE USING THE COLOURS</u>.

REMEMBER. YOU MIGHT HAVE FELT DIFFERENTLY AT DIFFERENT POINTS IN THE SAME BRIEF!

- ⭐ BEST PROJECT EVER
- ❤️ GOOD PROJECT. ENJOYED IT
- 〰️ MEH
- ▦ HARD TIMES
- ✗ THE WORST!

2. <u>LABEL</u> THE <u>GOOD</u> MOMENTS. WHAT DID YOU <u>REALLY</u> ENJOY? WHY? DID YOU ENJOY SOME PARTS OF THE PROJECT AND NOT OTHERS? WHY? WHAT WOULD YOU LIKE TO TAKE FORWARD INTO FUTURE PROJECTS?

3. <u>LABEL</u> THE <u>BAD</u> MOMENTS. WHAT DID YOU NOT ENJOY? WHY? WHAT WAS A STRUGGLE? WHAT DO YOU NEED TO IMPROVE? WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?

MY MOST SUCCESSFUL PROJECT

THE LINE ON THE RIGHT REPRESENTS YOUR CREATIVE JOURNEY ON ONE PROJECT.

- DIVIDE THE LINE BY THE NUMBER OF WEEKS IN THE PROJECT.

- THEN LABEL SOME OF THE DIFFERENT STAGES OF THE PROJECT. E.G RESEARCH. MAKING. TESTING. FEEDBACK ETC. REMEMBER SOME THINGS MIGHT HAVE HAPPENED MORE THAN ONCE.

- NOW DRAW A CIRCLE THAT REPRESENTS THE TIME YOU SPENT ON EACH STAGE. THE SIZE OF THE CIRCLE = THE AMOUNT OF TIME YOU SPENT

RESEARCH

WEEK 1   WEEK 2   WEEK 3   MAKING MY OUTCOME

TRYING DIFFERENT THINGS   CHOOSING SOMETHING
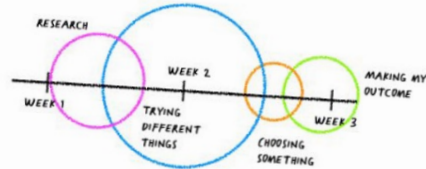
- NOW LABEL IT WITH SOME OF THE THINGS YOU LEARNED AT DIFFERENT STAGES AND WHAT HELPED.
  - HOW DID YOU YOU GET STARTED?
  - HOW DID DEVELOP YOUR IDEAS?
  - WHAT RESEARCH DID YOU DO?
  - WHAT FEEDBACK DID YOU GET?

I wish I had spent more time on research as I feel that this would have made the progression in the project more linear. I focused my research mainly around visuals and graphic design. I wish I'd explore more textiles design and biology. Also I would have understood both my structure and audience more.
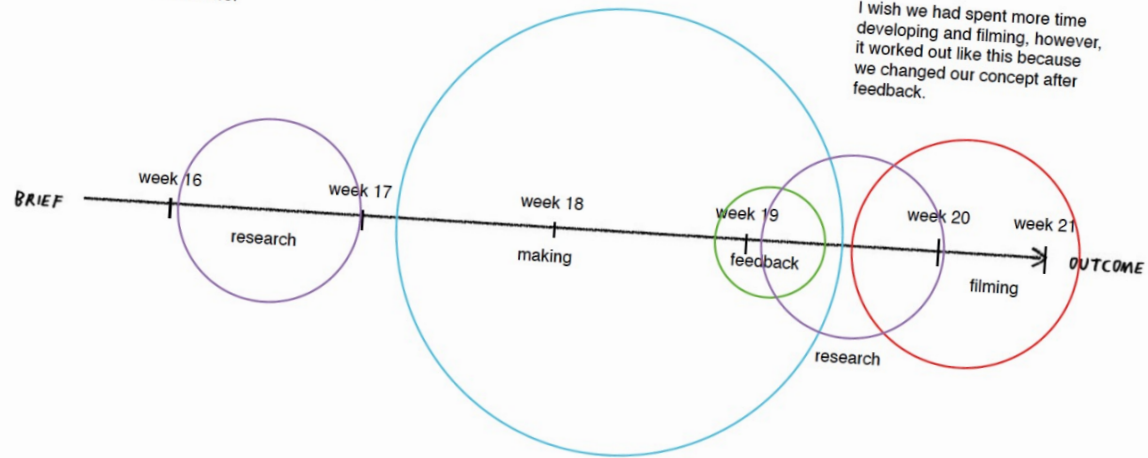
I wish we had spent more time developing and filming, however, it worked out like this because we changed our concept after feedback.

BRIEF   week 16   week 17   week 18   week 19   week 20   week 21   OUTCOME

research   making   feedback   filming

research

We did a lot of experiments which did help us to better understand our structure, however, we lost sight of the design questions and after feedback had to go back and make major changes.

MY MOST SUCCESSFUL PROJECT

MY LEAST SUCCESSFUL PROJECT

1. NOW REPEAT THE SAME STEPS BUT FOR YOUR <u>LEAST</u> SUCCESSFUL PROJECT.

2. <u>LABEL</u> THIS ONE WITH SOME OF THE THINGS YOU LEARNED AT DIFFERENT STAGES AND WHAT HELPED.
   - WHAT DID YOU STRUGGLE WITH?
   - WHERE DID YOU NOT FEEL CONFIDENT?
   - WHAT MIGHT HAVE HELPED?

3. FINALLY <u>COMPARE THE TWO</u>.
   - WHAT HAVE YOU LEARNED ABOUT THE WAY YOU WORK?
   - WHICH PARTS OF YOUR DESIGN PROCESS WOULD BENEFIT FROM GREATER ATTENTION? HOW MIGHT YOU DO THAT?

LEARNINGS TO TAKE FORWARD INTO LOCATE

1. use practitioner research as a way to see theories visualised

2. follow up research after lectures and workshops

3. incorporate 'academic' research little and often rather than letting it build up

4. Don't just focus on the visuals, look intot the 'why'

5. ....

I spent way to much time on initial research, I kept it too broad and struggled to hone in on my interests within graphic design. I struggled to 'academically' research a creative field and focused more on the workshops rather than research

This is where I really found my stride in my research, I was able to relate the theories to the practice and it really helped me to specify my interests within graphic design. I wish I'd incorporated this more in my earlier stages of research as I think it would have really helped me to have visual examples of theory being applied.

BRIEF

initial research

theory research

practitioner research

OUTCOME
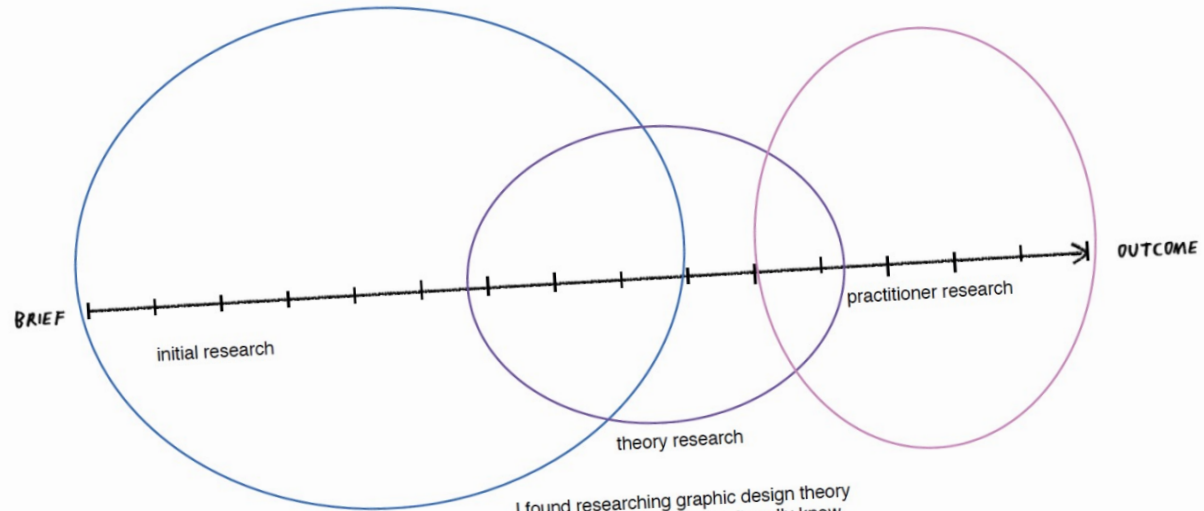
I found researching graphic design theory really challenging, as I didn't really know where to start. Lecture where helpful as they gave me suggestions, however, I struggled a lots as this wasn't a very visual stage of research and by this point I was creatively frustrated.
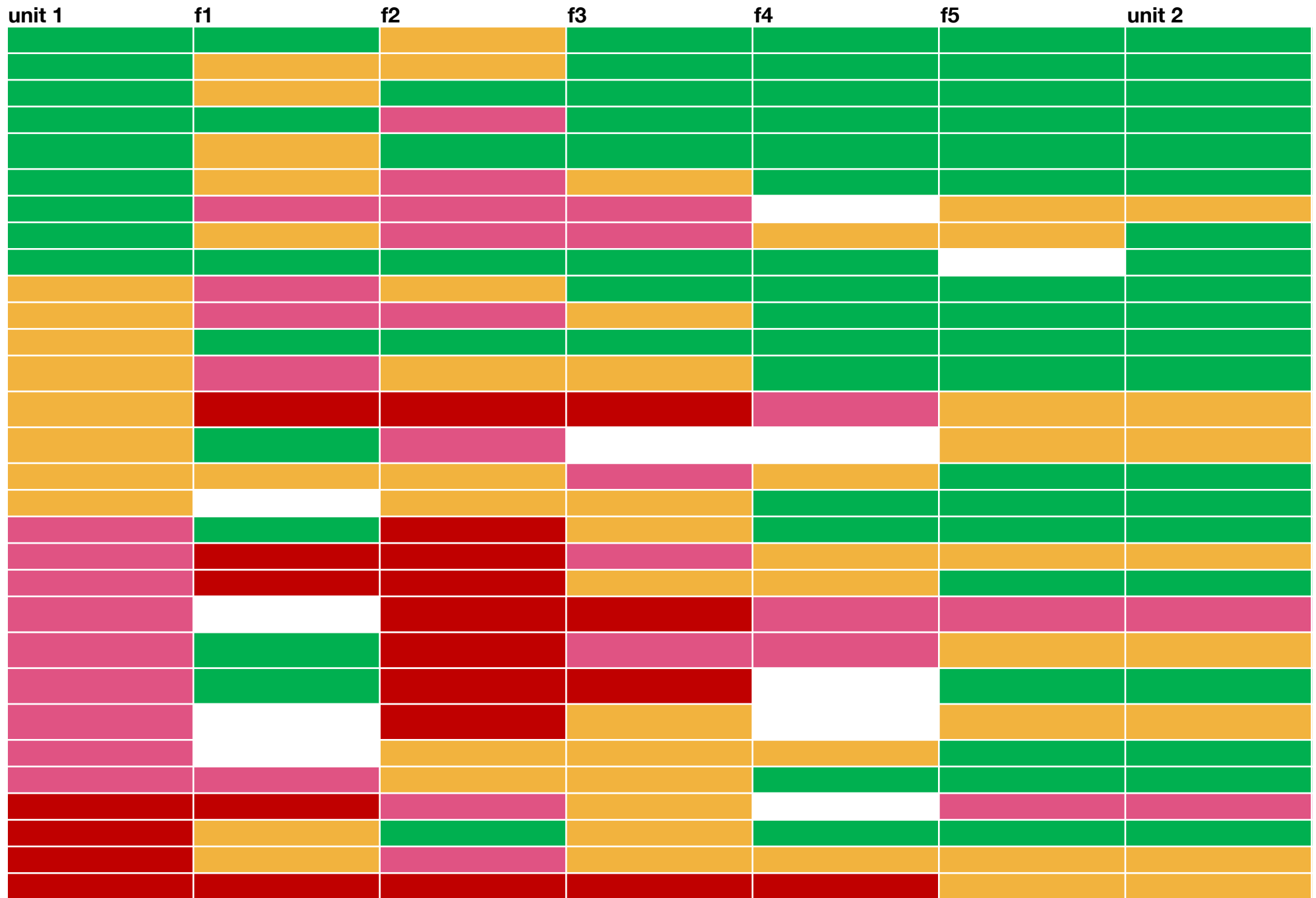
ual:

"This process has really made me reflect on how I have evolved over the course of this unit. Needing to reflect in this way has got me to step back, see what I have learnt and how it has informed my own practice. It has taught me not to take everything at face value, to reflect, make connections and see the bigger picture.

Student feedback "

ual:

" students requesting feedback based on their own concerns empowers them more than just receiving feedback based on the teacher's interpretations of weaknesses

David Nicol (2010) From monologue to dialogue: improving written feedback processes in mass higher education, Assessment & Evaluation in Higher Education, 35:5, 501-517,
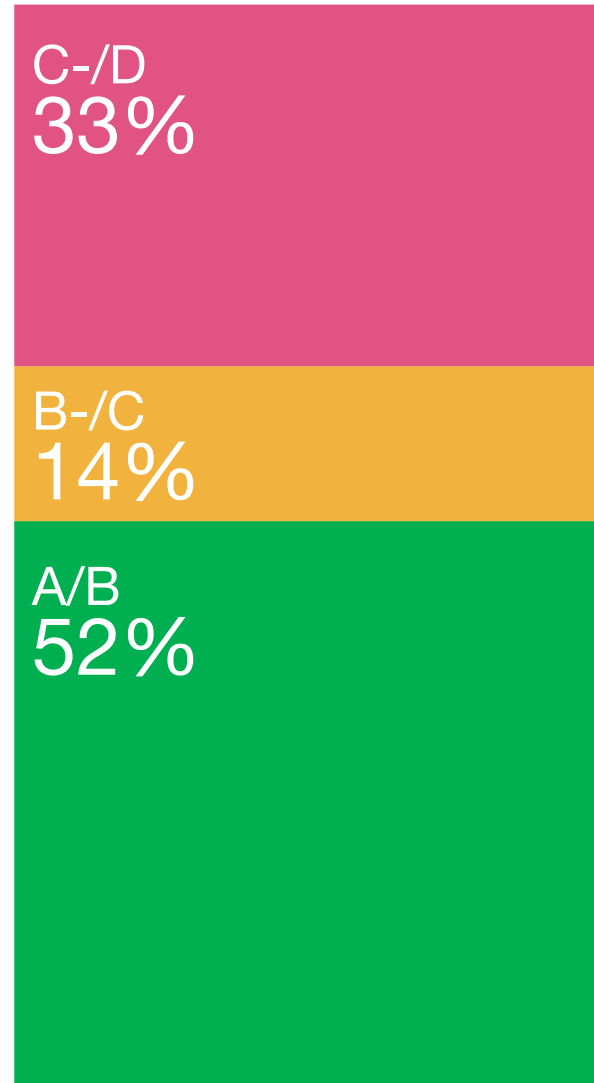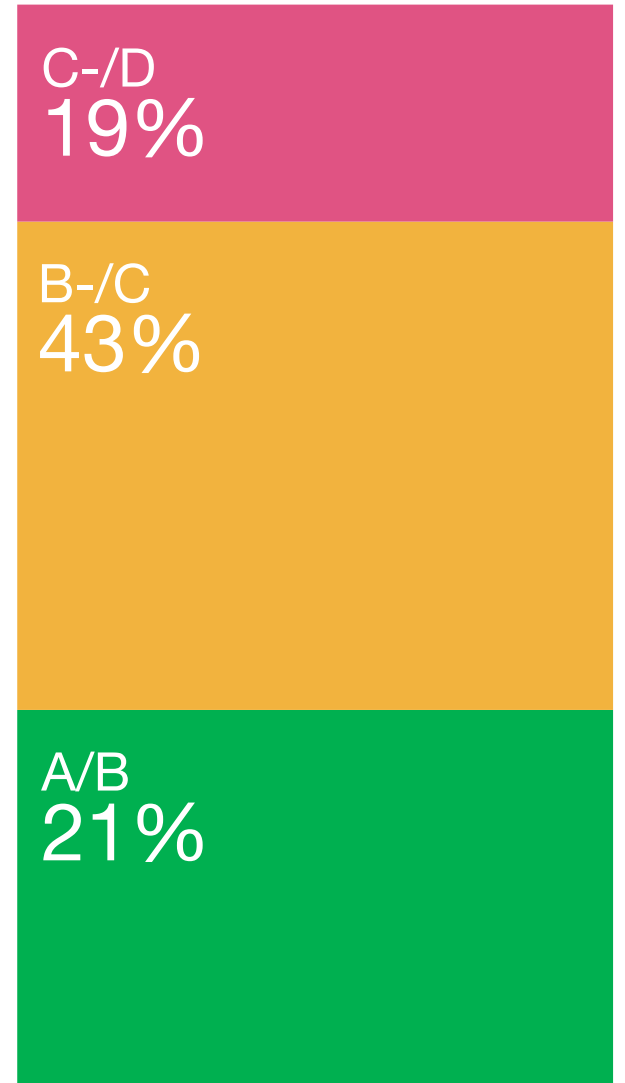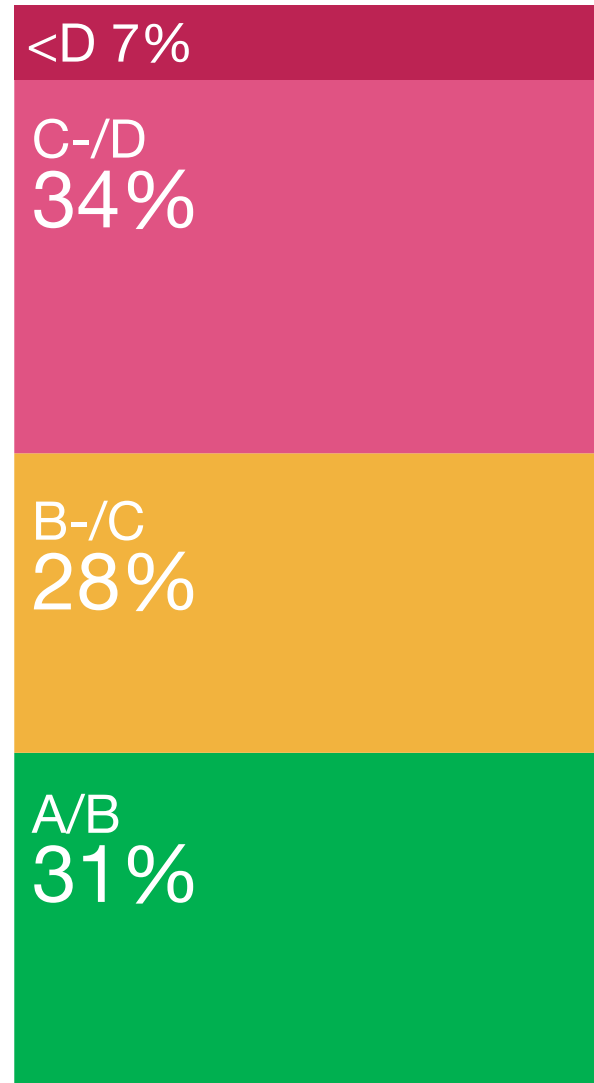
"

ual:

impacts

ual:

2020/1

unit 1

| C-/D 33% |
| B-/C 14% |
| A/B 52% |

unit 2

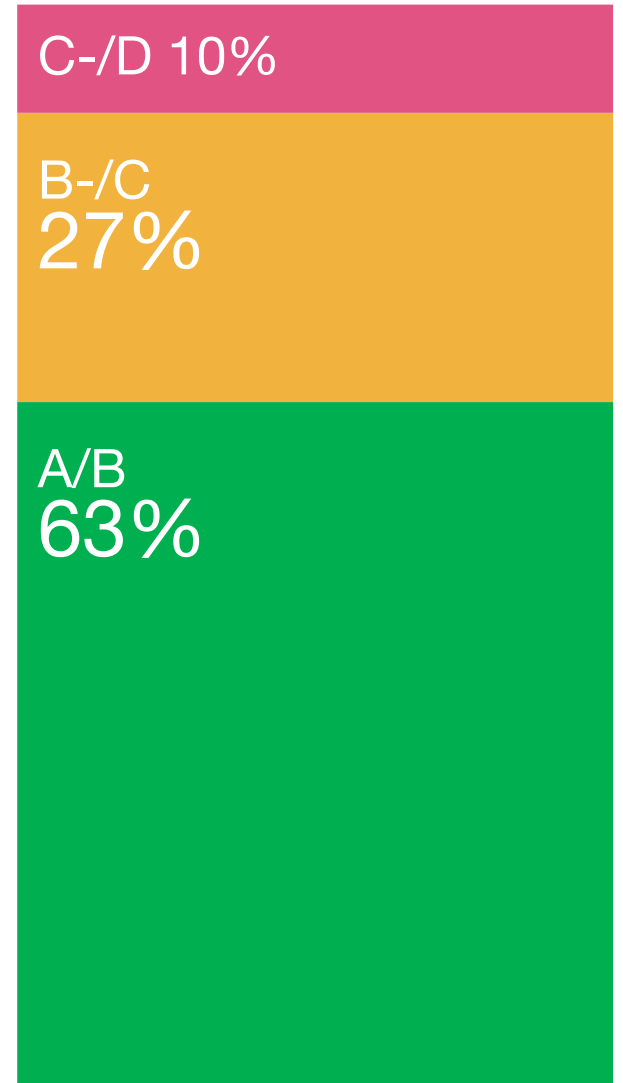| C-/D 19% |
| B-/C 43% |
| A/B 21% |
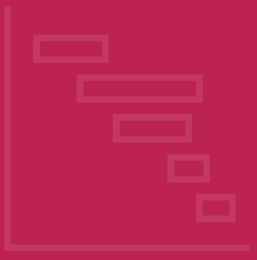
ual:

"I now feel strongly that constant reflection is necessary (for designers). I helps me to identify what I need to work on, which aspects of my work have improved compared to my previous work, which shortcomings need further work and how. These reflections help clarify the way I should think and work.

Student feedback

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Laura Knight

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