

**ethics and sustainability
in design education**

may 15–16, 2010_toledo, ohio

sat. roundtable notes

table two:

blake coglianese_ “I love teaching. I hate grading.”

Making the most of a subjective situation

maximum/minimum

We require our students to create visuals that communicate and inspire, challenging them to consider this question: If the visual does not communicate can it be deemed a success? However, how often does our own communication fail when describing project requirements, outcomes and expectations? As a result, students may ultimately complete a project without ever understanding its relevance; or when receiving the final grade, may not accurately make sense of the grading criteria.

How do you focus on objective criteria when providing feedback to students who tend see Graphic Design as a purely subjective medium? (That’s cool. I like. That sucks.) Can a grading rubric become too prescriptive and stifle creativity? How do you decide what to include in your assessment criteria? Is there a way to simplify the grading process and still provide responsible analysis of a student’s work? Join the conversation and share your thoughts and experiences on the sometimes painful, but the always necessary, grading and assessing student design.

Please share examples of your successful and not so successful grading rubrics.

What is your process for developing or updating class projects and their grading rubrics?

How often do you update or change projects/grading rubrics based on student feedback?

How important do you think a written assessment of a student’s work is? How detailed are you in your assessment?

After a student receives his or her grade for a particular project, do you routinely get questions regarding their grade? How do you typically handle the situation?

Validate grades-push from fine artists. Takes so much time, everyone hates it, it’s valuable to students-criteria.

So subjective (it’s always there)- skill standards.

Concrete principle and judge them fairly; students compare.

Grading

Decide what to do for critique. Students base on first grade and sometimes think it’s time. Some students don’t need teachers. Want feedback and guidance. What he does when evaluating.

Lay out criteria before project starts (what you’re looking for, give out grade sheet when handing out project—technical and design component). These early parameters have been easier and kids do better because they know what they’re looking for.

Points for process and work up to that.

Teach high school level (always modify rubric, time management—on task, are they doing it last second?). Kids changing ideas last second is sometimes better.

Research: books for information, drawing (20%): 1) technical skill 2) design-visual 3) communication 4) presentation 5) research. Grades on blackboard (so not comparing). Submit on blackboard too.

Kids putting a trace overlay—write comments right on project. Submit pdf—comment features. Teachers worried about saving time grading: not equal grading (more to the top of list, audio feedback, stay away from tell me what to do (personal attention and evaluate yourself). Kids who want the “answer.” Sends directly to one student-video, can put audio in pdf (too serious, conscious, permanent). Copy and paste responses/comments. Look at all projects before grading (finding averages).

Obtaining good quality images (so frustrating, don’t allow found images at all, take a digital photo for designers (buy cameras, learn to take good photos, not even stock, create things (collage, illustrations, etc).

Write paper with design history (find work you’re talking about, scan it from web)

Ban use of internet: look outside of your own discipline—fight it so much.

Quick concept generation: don't want to get strong ideas to shut down; buy relatively inexpensive.

Perfect marriage of web image and concept –theirs 100%, helps see perspectives.

What do you do for students who are not so good? Zero in on what they are good at (motivation, commitment to work, good work ethic, quality can always be improved on).

No accreditation to be a designer (pushed against it—against creativity).

Acceptance to get a job; can push for high standards.

Can students fail a portfolio review? Help redirect after first year in to continue; give faculty to see if goals are accomplished; to moderate students.

Graphic design portfolio review online with outside comments (students respect the feedback).

Can override but A's and B's to pass portfolio (weeds out the bad designers).

High school—accommodations are needed.

Students are terrified to get a B (B is darn good.) Chair told--- too high of expectations. People used to getting A's. As you go to senior, there should be higher expectations. Lower at first level, and then competing at high level.

How do you accept late assignments?

Can't take field trips but baseball players can be gone half the semester.

How do you grade a concept?

Graphic design professors USA (on facebook). References—using books.



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