Case Study 3: Assessing learning and exchanging feedback

Contextual Background
Taking into consideration the two BA Interior Design courses at Camberwell and Chelsea, I work with all 3 years of both courses, approximately 650/750 students between both courses.
On both courses I teach the second year but I do workshops and tutorials with all years.

Evaluation
Currently, there is no formalized strategy for providing student feedback. Tutorials are predominantly individual, with group sessions occurring infrequently. Students typically utilize their allocated time close to final submission deadlines. Given the student-to-staff ratio, there's insufficient time to comprehensively understand each project; instead, the focus is on offering technical support.

To address these challenges, I've implemented an innovative approach by creating pre-recorded explanatory videos for frequently asked questions. This method allows for more efficient information dissemination, as I can direct students to these resources rather than repeatedly addressing the same topics. Consequently, this facilitates indirect tutorials and allows more time for addressing complex, structured inquiries.

Moving Forward
Providing technical feedback to large cohorts of students requires a structured and scalable approach to ensure clarity, consistency and accessibility. Building on best practices in education, the implementation of structured tools such as checklists, workshops and task unpacking assignments can significantly improve the quality and impact of technical feedback.

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Checklists
A checklist approach offers a practical way to bridge the gap between technical expectations and student understanding.
By working with year leaders to identify common challenges, recurring errors and key assessment criteria, a tailor-made checklist can be developed for each assignment. This checklist would serve as a reference point for students, helping them to self-assess their work before asking for feedback. For example, a checklist could schematically include the required digital deliverables.

Workshops
In addition to checklists, workshops focused on breaking down assignments can provide students with a deeper understanding of technical requirements. These workshops involve breaking down complex briefs into manageable components, clarifying evaluation

criteria and eliminating common misconceptions. For example, during a workshop on the production of site analysis, students can start by analysing the characteristics of the site as a group, and then, using examples of professional analysis, understand what technical processes they need to put in place to arrive at a similar result.

Organising targeted group workshops at key stages of the academic calendar, such as midway through project development, can further enhance the provision of feedback. These workshops could focus on specific technical skills or challenges identified through previous evaluations, such as testing technical drawings or 3D modelling and rendering. By addressing these areas collectively, staff can maximise their impact and ensure that students receive consistent guidance.

By using checklists, unpacking assignments, and running workshops, we can make technical feedback more organized and helpful. This approach helps students take charge of improving their work, reducing the need for last-minute one-on-one sessions. As a result, students are better prepared to handle technical challenges, meet professional standards and remember the processes used during project development.

References

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