# Feedback learning activity

## Problems or questions: 040-2475900 Date: 15-06-2009

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| **Task** code: **DG108** | Task Name: Ideas and Concepts: Starting from Scratch | |
| **Student Number**: **s061569** | Student E-mail  Block | : m.l.n.geraets@student.tue.nl  : **B22** Retry:**R0** |
| **By** (Use only your last name): **Cruz** | | |

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| Type of deliverables |

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| **deliverable(s) handed in** |

*mention the deliverable(s) the student has handed in for this assignment, project, module, class, or internship (e.g. concept, working prototype, proof of principle for technology, model, report …):*

Free association exercise

Interaction relabeling exercise

Abstraction exercise/presentation

Final report

Final presentation

Final reflection

The following marks are based on the group’s effort:

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| Feedback on quality of deliverable |

**integration and coherence**

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| **relevance / adequacy** |

*match between starting point (e.g. assignment or project brief) and final deliverable*

weak .............................................................X............................. strong ... N/A

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| **consistency** |

*extent to which all aspects of the final deliverable fit to one another, enhance each other*

low ..........................................................X................................ high ... N/A

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| **common sense** |

*degree to which the complexity of the deliverable agrees with the complexity of the opportunity (result is not more complex than necessary)*

low .......................................................X................................... high ... N/A

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| **quality of implementation** |

*extent to which the deliverable reflects execution of various steps (phases) as well as the quality of those steps, detailing included*

low .........................................................X................................. high ... N/A

**vision and validation in relation to society**

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| **own identity** |

*extent to which the deliverable has a unique identity*

weak ...............................................................................X........... strong ... N/A

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| **innovation** |

*extent to which the deliverable differs in a non-trivial way from related work in the design profession, industry, research etc. And if these fields are not applicable: from related work of fellow students*

low ..........................................................................X................ high ... N/A

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| **expected impact** |

*extent to which the deliverable is expected to have an impact on others (client, users, society)*

weak .......................................................................................... strong ..X. N/A

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| **validation** |

*extent to which other parties (e.g. client, experts, test persons) acknowledge the intentions, view and quality of the deliverable*

weak .......................................................................................... strong ..X. N/A

**communication and presentation**

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| **quality deliverable** |

*extent to which the deliverable expresses professional quality (given the time frame of the learning activity)*

low ..............................................................X............................ high ... N/A

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| **Presentation** |

*way in which the deliverable is presented orally, visually and in writing*

weak ..........................................................X................................ strong ... N/A

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| Feedback on approach and attitude (within the context of the learning activity) |

**academic thought and action**

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| **Synthetic** |

*degree to which the student demonstrates synthetic ability (combine elements into a coherent structure)*

weak ...............................................................X........................... strong ... N/A

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| **Concrete** |

*degree to which the student demonstrates ability to concretise (apply a general viewpoint to a case or situation at hand)*

weak ............................................................................X.............. strong ... N/A

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| **Analytic** |

*degree to which the student demonstrates analytic ability (unravel phenomena in smaller parts)*

weak ..........................................................X................................ strong ... N/A

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| **Abstract** |

*degree to which the student demonstrates ability to abstract (bring a viewpoint to a higher level so it applies to more cases)*

weak ...............................................................................X........... strong ... N/A

**approach**

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| **iterative / dynamic** |

*extent to which the student demonstrates an iterative approach in processes and is able to jump quickly between the different activities indicated in the inner circle of the ID competency framework*

weak ..............................X............................................................ strong ... N/A

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| **Resourceful** |

*extent to which the student bends his process creatively towards the direction he wants or needs to go*

weak ................................................................X.......................... strong ... N/A

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| **Reflective** |

*extent to which the student reflects in action, on action and for action*

weak .......................................................X................................... strong ... N/A

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| **Exploring** |

*extent to which the student explores opportunities (hands-on) during the process to expand his solution space*

weak ..................................X........................................................ strong ... N/A

**critical thinking and justification**

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| **Rationale** |

*degree to which the student provides clear and sound argumentations for (design) decisions*

weak ...............................X........................................................... strong ... N/A

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| **connection to theory** |

*extent to which the student connects his approach and deliverable to theoretical knowledge*

weak .......................................................................................... strong ..X. N/A

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| **connection to experience** |

*extent to which the student connects his approach and deliverable to experiential knowledge*

weak .......................................................................................... strong ..X. N/A

**attitude**

**Note: This part is concerning this student specifically**

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| **intrinsic motivation / passion** |

*extent to which the student is passionate and intrinsically motivated to learn, grow and develop his identity as a designer*

weak ...........................................................X............................... strong ... N/A

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| **in control / (in)dependence** |

*extent to which the student is in control and demonstrates a balance between on the one hand independence and responsibility, and on the other hand asking for help and respecting the expertise of others*

weak ............................................................................X.............. strong ... N/A

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| **Critical** |

*extent to which the student demonstrates a critical attitude (as opposed to ‘taking for granted’)*

weak ...........................................................................X.............. strong ... N/A

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| Competency development |

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| **ideas and concepts** |

*develops visions and innovative ideas and concepts through creativity techniques, through experimentation and through the translation of research*

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blank awareness depth expertise visionary

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| **integrating technology** |

*explores, visualizes, creates and demonstrates innovative concepts and experiences using technology, as well as analyses the technical and economic feasibility of complex designs in which technology is integrated*

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| **user focus and perspective** |

*observes and empathizes with potential end users, and analyse and interpret their needs*

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| **socio-cultural awareness** |

*drives the design process from an awareness of developments in society, puts the development of products in a broader perspective, and takes position in and evaluates the possible impact of a product, system or service on society*

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| **business process design** |

*models, analyses and (re)designs industrial business processes required for the successful introduction of intelligent systems, products and related services into the market*

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| **form and senses** |

*experiences and develops aesthetical (physical) languages that connect thought and (dynamic) form, in order to communicate specific properties of the design concept*

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| **teamwork and communication** |

*works together towards a common goal using all strengths within a team and communicates opinions, ideas, information and results clearly and convincingly*

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| **design and research processes** |

*masters the design process and the research process, and adjusts these processes to the demands of the task at hand*

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| **self-directed and continuous learning** |

*takes responsibility for and gives direction to personal development, based on a continuous process of self-reflection and out of curiosity for future developments in technology and society*

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| **analysing complexity** |

*creates and uses models (mathematical, data, generic, …) in order to justify design decisions and support the design process*

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| Specific comments & remarks for student |

This feedback is based on the group work:

Overall, you did a pretty good job during this assignment. You actually came up with an idea that, even though it might not be extremely feasible at the moment and there are a lot of questions about it and difficulties around it, it helps us think further about the way we perceive everyday objects and what they can possibly become. This was actually one of the main goals for this assignment. Overall you all had very good attitudes in class and were always willing to discuss and be part of the conversation and that is great. What I am lacking though is the documentation of your process. In your report you show an overall view of what you did in order to get to your idea, but in a very superficial way. There were even some steps missing (for example the rationale and even evidence of the associative thinking: you simply mention it.). A big part of this assignment is to reflect how you get from one step to the next and what the contributions of some ideas are to others. It is about creating a web of ideas that finally builds up and creates a structure on which to base a concept. I was present so I know that you actually did go through these steps, but when writing about it in a report or a reflection, you must treat it as if the reader has absolutely no idea what you did or even what the subject was. Please work on this.

Marteen:

Overall I think you are a good student. You are pretty active during the assignment and would ask questions if you did not understand something. You contributed well to your group and were very responsible. Do not be afraid to think outside the box. Sometimes thinking beyond the issue at hand can bring new opportunities and truly allow for innovation. As a B2.2 student, now that you have been working on your skills for some time, you should always strive for innovation. In order to do this, like I mentioned it in the assignment before, you must be able to see things, not for what the object is, but for what it is they are trying to achieve. When you abstract ideas, then you can truly dream up a new world. I highly encourage this. Do not be afraid of this. I don’t really have much more to say since I think that you are doing well. Keep on developing and you will be just fine.