

These questions are about the process and the quality of the work, feel free to leave other comments if you feel like it

feedback from

Part 1; questions

1. What went well during the process? (tops) and why?
2. What could have gone better? (tips) and why?
3. Do you feel like the product fits the requirements and solves the design challenge?
4. How do you feel about my work attitude towards meetings, deadlines etc?
5. Do you feel like the quality of the work matches the quality standards of Gradient? If no, what could be improved? If yes, what stood out most?

The following competences are the points school is grading me on. Of course it is not obligated for you to grade it, but it could help me a lot in my own defense against my teacher.

Part 2; scoring

(these are the competences school is judging me on, my grade is based on the average of these)

Understanding & outlining – Takes stock of objectives, wishes and ideas of stakeholders and translates these into a design problem within the applicable context. Is able to deal with problem situations that are variable or difficult to understand, continues to ask questions and reformulates the design question. Purposively chooses suitable design theories and methods, and is able to substantiate these choices.

Grade 1-10

1 = not at all

3 = very bad, screwing it up

5 = poor, but trying

7 = good

8 = great

10 = expert

Notes:

Conceptualising – Is able to incorporate and apply trends and developments in designs. Uses suitable creative methods and techniques in developing ideas, and makes substantiated choices. Is able to harness creativity and to experiment in order to investigate new options. Is able to deal with various conflicting interests of stakeholders without losing sight of the design.

Grade 1-10

Notes:

Imagining & creating – Is able to come up with and describe ideas, to make these ideas concrete and convey them to others. Creates suitable prototypes with a specific objective as part of the iterative design process. Applies design principles (in the area of design, interaction and technical skill) and pays attention to details. Dares to experiment in order to find a solution.

Grade 1-10

Notes:

Evaluating – Takes a critical attitude towards the own work with an eye to improving it and actively looks for feedback. Is able to justify the ethical consequences of a design. Constantly evaluates developments in the design and the design process with users, other stakeholders, experts and colleagues. Is familiar with a range of qualitative and quantitative testing methods and techniques. Chooses the right techniques with an eye to the test objectives and draws valid conclusions.

Grade 1-10

Notes:

Manifesting & presenting – Is able to communicate convincingly using valid substantiation. Has a command of various communication forms and presentation styles; is able to inspire, inform, consult, convince and motivate. Performs work grounded in passion and commitment, which is reflected in the work.

Grade 1-10

Notes:

Initiating, organising & providing direction – Harnesses creativity in order to achieve improvements. Plans, conducts and checks a design process, and adjusts it where necessary, taking time, means and quality into account. Assesses the possible success and risk factors related to the design process. Is able to consider project objectives and priorities at a meta-level and to make strategic choices.

Grade 1-10

Notes:

Developing & reflecting – Reflects on quality and the own performance during the design process, and adjusts it where necessary. Reflects on the quality of the product and learns from this reflection. Makes adjustments with regard to the own development. Continually studies developments related to relevant fields and is able to judge these developments on their merits.

Grade 1-10

Notes:

Researching – Exhibits an investigative attitude. Is able to conduct research and to apply suitable methods. Is able to judge the own and other's research on its merits. Draws conclusions from research and applies them in the design.

Grade 1-10

Notes: