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| **I&I Peer Presentation Assessment Rubric** |

Below is the grading version of the rubric for the I&I peer presentations. Please fill it out as you assess your assigned teammates in your peer groups.

There is an example rubric filled out to guide you on how to use the rubric. Once completed, upload this filled-out rubric on the LMS. We recommend that you schedule your presentations may happen anytime between **13th** and **24th** of August. The **submission deadline for the peer presentation and feedback is** **August 24, 2018 11:59pm CAT**.

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|  | Did not submit (DNS) or Does not meet expectations - DNME- | Minimally meets expectations - MME | Adequately meets expectations - AME | Fully meets or exceeds expectations - FMOEE |
|  | **0** | **1** | **2** | **3** |
| **Empathy** | Did not take project through this step | Discovered non-obvious insights. Some experience in eliciting info from others | Discovered deeper human-centred insights. Was able to understand perspectives and experience of others | Discovered full spectrum of human-centred insights. Is able to understand others and systems / process which they operate and is able to think from the lens of others |
| **Define** | Did not take project through this step | Picked one insight / problem out of many in a very guided statement | Understood multiple insights and needs, and synthesised into one single statement | Developed multiple complex statements. Is able to understand and synthesise deep insights based on a complete system |
| **Ideate** | Did not take project through this step | Was able to come up with lots of ideas and defer judgement | Developed multiple ideas of a single well-crafted “How might we...” | Developed multiple HMWs. Generated a spectrum of ideas from the “How might we’s”, and narrowed to a few actionable items |
| **Prototype** | Did not take project through this step | Created a representation of their idea that someone else can understand | Created a representation of their idea that allows one to evaluate features of the given idea and develop multiple iterations | Developed multiple representations of their idea that allows one to evaluate features of the given idea and develop multiple iterations |
| **Test** | Do not take project through this step | Show a prototype to see how it works | Show a prototype and effectively collect feedback | Real world testing with a range of users and scenarios that address the needs of the complete system |
| **Impact**  **What is the potential value of the solution to the organization?** | Solution did not connect with demonstrated organizational need | Didn’t provide adequate evidence of viability of solution relative to user needs | Provided a seemingly viable solution related to needs but with little validation with users | Provided a viable solution that was validated with testing |
| **Learning**  **What is the impact on the student as learner (how much did they learn from the process)?** | Student didn’t demonstrate new learning and understanding | Student demonstrated some understanding of the design thinking and change methods but didn’t apply the learning to the project. | Student demonstrated and applied a solid understanding of the design thinking and change methods. | Student demonstrated a sophisticated understanding and application of design thinking and change methods. |

## **Instructions:**

1. Make sure to write down the student’s name being reviewed in the first cell of the document
2. Add the score to each item in the relevant cell with a comment for clarity. See below for example
3. Compute the average at the bottom of the table
4. Use one table per student
5. Submit completed rubric on the LMS.

Example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of student who is being reviewed:  **Joe Bloggs** | DNS or DNME | MME | AME | FMOEE |
| **0** | **1** | **2** | **3** |
| **Empathy** |  |  |  | 3 |
| Comment | Joe showed a clear understanding for the systems, and put himself in the clients shoes | | | |
| **Define** |  |  |  | 3 |
| Comment | Developed multiple complex statements | | | |
| **Ideate** | 0 |  |  |  |
| Comment | Did not do this stage of the project | | | |
| **Prototype** |  | 1 |  |  |
| Comment | Very basic prototype put together | | | |
| **Test** |  |  |  | 3 |
| Comment | Great testing done with real world examples | | | |
| **Impact** |  |  |  | 3 |
| Comment | The organisation clearly benefits from this project with serious positive impact | | | |
| **Learning** |  |  | 2 |  |
| Comment | Joe demonstrated and applied a good understanding of the design thinking and change methods | | | |
| **Average:** | 2.14 |  |  |  |

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| --- | --- | --- | --- | --- |
| Name of student who is being reviewed:  Edward Opuku | DNS or DNME | MME | AME | FMOEE |
| **0** | **1** | **2** | **3** |
| **Empathy** |  |  | 2 |  |
| Comment | He struggled with getting feedback but he made the most of it. Took our feedback from previous session. | | | |
| **Define** |  |  | 2 |  |
| Comment | Definition wasn’t totally clear, but problem statement was present | | | |
| **Ideate** |  |  | 2 |  |
| Comment | Not enough ideas were generated. | | | |
| **Prototype** |  | 1 |  |  |
| Comment | Had some idea’s around how to prototype but was not executed. | | | |
| **Test** | 0 |  |  |  |
| Comment | Hasn’t reached this step | | | |
| **Impact** |  |  | 2 |  |
| Comment | The impact would be great with complete execution. | | | |
| **Learning** |  |  |  | 3 |
| Comment | I think he has learnt a lot from going through the process. I think, time permitting he could have done more. | | | |
| **Average:** | 1.7 |  |  |  |

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| --- | --- | --- | --- | --- |
| Name of student who is being reviewed:  Bovarin Mounzeo | DNS or DNME | MME | AME | FMOEE |
| **0** | **1** | **2** | **3** |
| **Empathy** |  |  | 2 |  |
| Comment | Interacted with various users to understand issues | | | |
| **Define** |  |  | 2 |  |
| Comment | Ran with one specific issue in terms of QC | | | |
| **Ideate** |  |  | 2 |  |
| Comment | Had quite a few ways of ideating. But had already chosen the route prior – ideation was focused on python execution. | | | |
| **Prototype** |  |  | 2 |  |
| Comment | One prototype was generated | | | |
| **Test** |  |  |  | 3 |
| Comment | Sent it out for testing and got some feedback | | | |
| **Impact** |  |  |  | 3 |
| Comment | Great impact for the users using the system | | | |
| **Learning** |  |  | 2 |  |
| Comment | Feel like more of the design thinking principles could have been used. But he has understood the importance of it. | | | |
| **Average:** | 2.43 |  |  |  |

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| --- | --- | --- | --- | --- |
| Name of student who is being reviewed:  David Pierre | DNS or DNME | MME | AME | FMOEE |
| **0** | **1** | **2** | **3** |
| **Empathy** |  |  | 2 |  |
| Comment | Spoke to all relevant stakeholders, had a good sense of the idea. | | | |
| **Define** |  |  | 2 |  |
| Comment | Understood and defined the one problem and carried it through | | | |
| **Ideate** |  |  |  | 3 |
| Comment | Great ideation phase, lots of options were found | | | |
| **Prototype** |  |  | 2 |  |
| Comment | Cool prototype and storyboard, tests concept | | | |
| **Test** |  |  | 2 |  |
| Comment | Testing was done, some feedback was received. | | | |
| **Impact** |  |  |  | 3 |
| Comment | It would improve the jobs of very many people in both Eskom and GE. | | | |
| **Learning** |  |  |  | 3 |
| Comment | He implemented the phases well from end to end and has a good grasp of application. | | | |
| **Average:** | 2.43 |  |  |  |