

Student Feedback on Assessment and Interview Scheduling

This document compiles student feedback regarding the assessment procedures and the timing of project defense interviews. As the student representatives, we have collected concerns about the challenges faced due to the overlapping schedules and intense workload. This feedback aims to address key issues affecting student performance and well-being, and seeks to open a dialogue for improving our academic environment.

Negative aspects of the Interview and Assessment

- A specific concern raised involves **the transition from formative to summative** assessments. Students appreciated **the positive feedback from assessors** during formative stages but were caught off guard by the **more rigorous evaluations** in the summative phase by different assessors. This inconsistency led to feelings of unfairness and unpreparedness, as students felt they lacked a consistent framework to guide their improvements.
- Students recommend establishing standardized feedback mechanisms across all assessments to ensure clarity, fairness, and equal opportunities for improvement, enhancing the evaluation process's transparency and equity.
- Some students said that when the assessors were a bit late it caused them a lot of anxiety.
- It was a bit of a shock for some students that they think their assessors didn't take their needs/ goals out of this degree into consideration.
- A student came forward with a complaint regarding the assessor not knowing something that they mentioned in the portfolio and they had to refer to it, but it threw that student off.

*This can perhaps be in the form of a well defined rubric that is more detailed and direct, even within the evaluation ranks.

- **Overlap of events:** Students are required to participate in project defense interviews concurrently with the development of new projects; This led to a lot of frustration and demotivation within this second playground in some cases leading to student burnout.
- **Fairness of Assessment:** Assessment fairness concerns arise from the transition from positive formative feedback to stricter summative evaluations by different assessors, causing student feelings of unfairness and unpreparedness due to

inconsistent evaluation criteria. Some had the chance to improve the portfolio based on the feedback they've got informative; but some were surprised that they didn't what they needed to improve.

Positive Aspects of the Interview and Assessment Process

- **Mock Assessments:** Students greatly benefited from the mock assessments which provided a valuable opportunity to familiarize themselves with the process. This preparatory step was highly appreciated and contributed significantly to building confidence.
- **Clarity and Communication:** The process was clearly articulated and reiterated at the beginning of each session, effectively reducing stress and uncertainty among students.
- **Assessor Conduct:** The assessors were noted for their kindness, patience, and friendliness. Their approachable demeanor contributed to a more comfortable and supportive environment during the interviews.
- **Fairness of Questions:** The questions posed during the assessments were perceived as fair and relevant, aligning well with the expectations of the course.
- **Self-Reflection on Preparation:** It is acknowledged that the onus was on the students to thoroughly **understand the assessment criteria**, as detailed in the assessment document. (but not clear enough how to improve ourselves) Most of the struggles reported were in areas of conventions, critiques, reflection, and awareness. This feedback underscores the importance of students engaging more deeply with the assessment guidelines to better prepare for these aspects.

How to address generative AI, in a way to be fair for assessors and students, ethically
The amount of time that has been spent on assessments (preparing for the assessment)

****LM studio

Banning AI?
Paper requirement ?

Session with rules
Workshop with battle prompts

Vote about assessing via AI
Placebo

SDL

*** A consent form to share their experience related to AI from students.**

2. Donate some part of your portfolio for assessing (?)

Making a video of it

Show the teachers side for AI generated AP