

Grades for Lianne Charlotte Jong

Course

Arrange by

DFC210 (2018-GS3)



Due date



Apply

NAME

DUE

SCORE

OUT OF

Preparation FMP

Assignments

0

0



COMMENTS

[CLOSE](#)

Interesting, relevant and challenging topic. You are very committed to the topic. The topic and your approach fit well in your identity. It is also very relevant for this Department.

Good approach, good progress and development. Well-developed methodology on the boundaries of Design and Education Sciences. Good cooperation with other researchers. Make sure to deliver results that are relevant for a designer.

Clear and feasible plans and planning for second semester. Advice to leave out the formative assessment of "Vision and Identity". Not because it is not relevant, but rather because it is too specific for ID and also unclearly or ambiguously defined.



Harm van
Essen, 27
Jun at 14:14

Assessment by Harm van Essen

[Close Rubric](#)

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1819 Final Master Project

CRITERIA	RATINGS			
<p>Overall Competence of Designing - Integration of Expertise Areas</p>	<p>Excellent</p> <p>Convincingly demonstrates how knowledge and skills from all expertise areas were considered in the designed system and convincingly explains how all expertise areas are considered in the designed system. Demonstrates advanced level of integration of all areas. Connects integration of expertise areas to professional identity and vision.</p>	<p>Good</p> <p>Convincingly demonstrates how knowledge and skills from all expertise areas were considered in the designed system and convincingly explains how all expertise areas are considered in the designed system. Demonstrates advanced level of integration of three or four areas. Connects integration of expertise areas to professional identity and vision.</p> <p style="text-align: center;"></p>	<p>Sufficient</p> <p>Convincingly demonstrates how knowledge and skills from all expertise areas were considered in the designed system and convincingly explains how all expertise areas are considered in the designed system. Demonstrates advanced level of integration of at least two expertise areas.</p>	<p>Insufficient</p> <p>She does not demonstrate how knowledge and skills from all expertise areas were considered in the designed system and/or is does not explain how all expertise areas are considered in the designed system.</p>
<p>Overall Competence of Designing - Design & Research Processes</p>	<p>Excellent</p> <p>Individually manages the design process for a complex real-life challenge, individually chooses the appropriate methods and tools to conduct design research activities. All elements of the design (research) methodology are appropriately and critically developed.</p> <p style="text-align: center;"></p>	<p>Good</p> <p>Manages the design process for a real-life challenge but needs guidance to choose the appropriate methods and tools to conduct design research activities. Critical elements of the methodology or theoretical framework are appropriately developed and understood.</p>	<p>Sufficient</p> <p>Manages the design process for a real-life challenge but needs guidance to choose the appropriate methods and tools to conduct design research activities. Is aware of underlying knowledge and the methodology is recognizable.</p>	<p>Insufficient</p> <p>Needs guidance to manage the design process for a real-life challenge and she does not choose the appropriate methods and tools when conducting design (research) activities. Approach demonstrates a misunderstanding of the methodology or theoretical framework.</p>

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CRITERIA	RATINGS			
Overall Competence of Designing - Demonstrator	<p>Excellent</p> <p>There is appreciation from external experts for at least one of three aspects:</p> <p>●● Well-engineered; ●● Fully experiential; or ●● With high communication potential (museum-quality).</p>	<p>Good</p> <p>● Well-engineered; ●● Fully experiential; or ●● With high communication potential (museum-quality).</p> <p style="text-align: center;">▲</p>	<p>Sufficient</p> <p>Develops a robust prototype that features (part of) an intelligent system; and/or provides a clear experience (of a service) for the considered stakeholders.</p>	<p>Insufficient</p> <p>Does not develop a robust prototype that features (part of) an intelligent system; and/or does not provide a clear experience (of a service) for the considered stakeholders.</p>
Scientific and Professional skills - Presenting	<p>Excellent</p> <p>At least two of the areas: ●● Attractive and enjoying: impressive presentation that can get commitment from stakeholders or audience; ●● Can direct attention and interest of audience; or ●● Personal and innovative presentation style</p>	<p>Good</p> <p>●● Attractive and enjoying: impressive presentation that can get commitment from stakeholders or audience; ●● Can direct attention and interest of audience; or ●● Personal and innovative presentation style</p> <p style="text-align: center;">▲</p>	<p>Sufficient</p> <p>Tells a convincing story targeted at a professional audience and directs structure and content of the presentation.</p>	<p>Insufficient</p> <p>Does not tell a convincing story targeted at a professional audience and/or direct structure and content of the presentation.</p>

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CRITERIA	RATINGS			
<p>Scientific and Professional skills - Reporting and Dealing with Scientific Information</p>	<p>Excellent</p> <p>Independently draws a clear and professional picture of the design (research) challenge. Provides a clear description of different perspectives and potential approaches. Arguments choices that have been made. Uses references to external sources correctly. There is external evidence (investor support, company feedback or reviewer comments) for at least one of the three aspects: ●● The financial viability of a business plan; ●● The product being taken further by a company; ●● The ability to publish the design research results.</p>	<p>Good</p> <p>Independently draws a clear and professional picture of the design (research) challenge. Provides a clear description of different perspectives and potential approaches. Arguments choices that have been made. Uses references to external sources correctly. Coach and examiner could argue for: ●● The financial viability of a business plan; ●● The product being taken further by a company; ●● The ability to publish the design research results.</p>	<p>Sufficient</p> <p>Independently draws a clear and professional picture of the design (research) challenge. Provides a clear description of different perspectives and potential approaches. Arguments choices that have been made. Uses references to external sources correctly.</p>	<p>Insufficient</p> <p>She does not draw a clear and professional picture of the design challenge; and/or provides an unclear description of different perspectives and potential approaches; does not argument choices that have been made or provides illogical or inadequate arguments. Uses references to external sources incorrectly.</p>
<p>Scientific & Professional skills - Organizing and planning</p>	<p>Excellent</p> <p>Manages the process of making, performing and redirecting the planning, organizing work and undertaking action if needed. Critically challenges experts with substantiated arguments.</p>	<p>Good</p> <p>Manages the process of making, performing and redirecting the planning, organizing work and undertaking action if needed.</p>	<p>Sufficient</p> <p>Individually makes, performs and redirects her planning, organizes her work and undertakes action if needed.</p>	<p>Insufficient</p> <p>Needs guidance to make, perform and redirect her planning, organize her work and undertake action if needed.</p>

NAME**DUE****SCORE****OUT OF**

CRITERIA	RATINGS			
Scientific & Professional skills - Reflecting	<p>Excellent</p> <p>Individually and continuously organizes future learning (as described in her PDP) and consistently relates her choices of learning activities and work activities to her professional identity and vision. Demonstrates a clear and realistic career plan.</p> 	<p>Good</p> <p>Individually and continuously organizes future learning (as described in her PDP) and consistently relates her choices of learning activities and work activities to her professional identity and vision.</p>	<p>Sufficient</p> <p>Individually organizes future learning (as described in her PDP) and consistently relates her choices of learning activities and work activities to her professional identity and vision.</p>	<p>Insufficient</p> <p>Needs guidance to organize future learning (as described in her PDP) and consistently relate her choices of learning activities and work activities to her professional identity and vision.</p>
Scientific & Professional skills - Cooperating	<p>Excellent</p> <p>Constructive atmosphere in the collaboration. She is able to demonstrate and convincingly explains the value of the collaboration with of the client(s)/third parties and manages the interests and expectations of them in the deliverables and process.</p>	<p>Good</p> <p>Constructive atmosphere in the collaboration. She is able to demonstrate the value of the collaboration with the client(s)/third parties and manages the interests and expectations of them in the deliverables and process.</p> 	<p>Sufficient</p> <p>Constructive atmosphere in the collaboration. She is able to apply the knowledge and skills of the client(s)/third parties and manages the interests and expectations of them in the process.</p>	<p>Insufficient</p> <p>There is no constructive atmosphere in the collaboration with client and/or third parties (e.g. experts, stakeholders). She is not able to apply the knowledge and skills of the client/third parties in the deliverables and process. She is not able to manage the interests and expectations of the client(s)/third parties.</p>

NAME**DUE****SCORE****OUT OF**

CRITERIA	RATINGS			
<p>Vision & identity - Professional Identity (PI)</p>	<p>Excellent</p> <p>Understands its importance and uses her PI to steer her work and career. Continuously develops her PI. Defines who she is as a designer. Knows her strengths and weaknesses. Describes how her beliefs, norms and values influence her design activities. Connects her PI to her vision and to personal development and project goals. Has a corresponding visual language. Demonstrates a clear career path that fits her PI and is able to explain it clearly. Has created a market position that fits her PI. There is a clear match between her PI, vision and the market.</p>	<p>Good</p> <p>Understands its importance and uses her PI to steer her work and career. Continuously develops her PI. Defines who she is as a designer. Knows her strengths and weaknesses. Describes how her beliefs, norms and values influence her design activities. Connects her PI to her vision and to personal development and project goals. Has a corresponding visual language. Demonstrates a clear career path that fits her PI and is able to explain it clearly.</p>	<p>Sufficient</p> <p>Understands its importance and uses her PI to steer her work and career. Continuously develops her PI. Defines who she is as a designer. Knows her strengths and weaknesses. Describes how her beliefs, norms and values influence her design activities. Connects her PI to her vision and to personal development and project goals. Has a corresponding visual language.</p>	<p>Insufficient</p> <p>There is too little evidence that she understands its importance and uses her PI to steer her work and career. Furthermore, there is no evidence that she continuously develops her PI. She does not define who she is as a designer and/or does not demonstrate knowledge of her strengths and weaknesses and/or does not describe how her beliefs, norms and values influence her design activities. The link between her PI, her vision and her personal development and project goals are lacking or unclear and illogical and/or has no corresponding visual language.</p>



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CRITERIA	RATINGS			
Vision & identity - Vision	<p>Excellent</p> <p>Formulates a clear, specific and personal vision. The vision is consistently communicated through attitude, work and other forms of communication.</p>	<p>Good</p> <p>Explains how her vision can be brought to reality and which points of action can be made to do so, explains how the actualization of her vision could have an impact on a societal level and/or could generate new knowledge. There are clear and regular connections between her vision and design activities.</p>	<p>Sufficient</p> <p>Elaborates on her vision, by being critical on existing visions, trends in design and supports her vision by bringing arguments, which are reflected in history and in societal contexts, combined with personal experiences and believes.</p>	<p>Insufficient</p> <p>Is unable or needs guidance to elaborate on her vision by being critical on existing visions and trends in design. Does not supports her vision by bringing arguments, which are reflected in history and in societal contexts, combined with personal experiences and believes.</p>
Expertise areas - Development	<p>Excellent</p> <p>Can describe the expertise areas separately, is aware of connections between the expertise areas, is able to explain the connections either in reflection on project/courses/extracurricular activities or showcase and demonstrates awareness of the academic state of the art in at least four areas</p>	<p>Good</p> <p>Can describe the expertise areas separately, is aware of connections between the expertise areas, is able to explain the connections either in reflection on project/courses/extracurricular activities or showcase and demonstrates awareness of the academic state-of-the-art in at least three areas.</p>	<p>Sufficient</p> <p>Can describe the expertise areas separately, is aware of connections between the expertise areas, is able to explain the connections either in reflection on project/courses/extracurricular activities or showcase and demonstrates awareness of the academic state-of-the-art in at least two areas.</p>	<p>Insufficient</p> <p>There is too little evidence that she can describe the expertise areas separately, and/or is not aware of connections between the expertise areas, and/or is unable to explain the connections either in reflection on project/courses/extracurricular activities or showcase and does not demonstrates in-depth knowledge in at least two areas.</p>

ASSIGNMENTS

N/A

0.00 / 0.00

TOTAL

N/A