Geometries of Assessment: Developing and Applying a Multi-dimensional Model of Reflection

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“Geometries of Assessment”

to review and verify from multiple vantages, as in the research method of "triangulation."
Overview

Design discipline-specific model of assessment created for San Francisco State University's School of Design.

• Model hypothesizes that program success, instructor success, and student success equate when program learning outcomes are well-evidenced and assessed within student design portfolios.

• Student portfolios enable reflection within a programmatic context about:
  • Student performance
  • Assignment brief performance
  • Course performance.
Overview

• **Strategic drivers** for the model include:
  • Improving individual *post-graduate preparedness/transition to career* (portfolio is an industry standard).
    • Outcomes address market forces of employment conditions.
  • Developing program competitiveness.

• **Tactical curriculum modifications**
  • Push both technical skills and cumulative learning outcomes *downstream and integrate throughout curriculum*.
  • Use student artifacts to better *evaluate and define student learning and teaching effectiveness*.
  • Assess *program effectiveness* in an external context.
Overview

• In application, both students and instructors are engaged by
  • *Building a student ethos of project revision though the iterative and discipline-specific method of Design Process that culminates in a portfolio piece at the end of a course assignment.*
  • *Instantiating this reflective practice across the curriculum.*
• This intends to advance overall program effectiveness by increasing
  • student agency
  • instructor awareness of their role
• Beyond showing the finished artifact, this encourages student reflection about their progression of design thinking and project development.
Application

Integrate basic portfolio requirements in all activity-based course syllabuses

• Portfolio rubrics used across curriculum.
• “Bookend the program”
  • *Introduce portfolio early:* Make portfolio guidelines and rubrics available to newly accepted majors.
  • Collect the body of work *incrementally.*
  • Complete “finished” portfolio the final semester.
Application

Solution(s) need to be *easily integrated into existing curriculum* and have faculty consensus.

- Adoption is prompted via an optional and modifiable instructor tool kit designed to guide student summarization of project results (portfolio presentation).
- Create standard of using Behance portfolios (industry standard)
  - Create “how to” guide for students and faculty.
- Faculty are free to creatively deploy portfolio practice as they wish—in complement with their individual pedagogical practices.
Application

Establish Program requirement for Students to develop and maintain a design portfolio.

- Phase 1: Early adopter faculty - voluntary.
- Phase 2: Policy adoption upon Faculty consensus - policy-driven.

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Benefits:

• Resources for faculty time.
• Faculty learning community: Reflection, shared wisdom.
• Continuity of learning community gatherings: helps momentum and meeting goals.
• External consultants.
• Validation of goal: Institutional affirmation streamlines faculty consensus/buy-in.
The Teagle Grant

Outputs:

- Implementation of Phase 1.
- Well developed plan for strategy and implementation for Phase 2.
- Alumni Survey: Credibility and affirmation of curricular changes.
Conclusion

The geometric structure of our discipline-specific model may be generalized to any department deploying ePortfolio as an evidentiary mechanism to correlate existing levels and types of assessment.

- Individual student performance.
- Assignment brief performance.
- Teaching effectiveness.
- Course performance (i.e., Student Learning Outcomes).
- Alignment and sequencing.
- Overall program performance (i.e., Program Learning Outcomes).
Thank you

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