GRDE1026	CTADT	DESIGN	THINKING	2023	CEMECTE	כ כ
GRUEIUZU	JIAKI	DESIGN	THINKING	1 2023	JEITEJIEF	` ~

STUDENT NAME:

TUTOR:	MARKED BY:	

ASSESSMENT 1: ESSAY

		Not satis	facto	ry	Develo	ping		Satisf	actory		Comp	etent		Highly competent		
1. Discussion	1 0	f appro	ach	to de	sign t	hinl	king									/35
1a. Selection and explanation	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
of approach to design thinking [15]		Selection of approach is not appropriate. Explanation is inadequate and poorly done.			Selection of approach i Explanation is confusing and does not show a clear understanding of approach.			is appropriate. Explanation has some detail; shows a basic understanding of approach.			Explanation is mostly detailed; shows a solid understanding of approach.			Explanation is detailed; shows excellent understanding of approach with additional insights.		
1b. Discussion	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
of approach to design thinking in relation to design practice today [15]		Discussio depth and really rele topic.	l is no	ot	Discussion has some depth but thinking is superficial and simply repeats points from class discussion/readings.			Discussion has some depth but mostly repeats points from class discussion/. readings. Offers limited personal opinion.			Discussion is in- depth and builds on class discussion/ readings with own opinions that show some critical thinking.			Discussion is robust and builds on class discussion/readings with own opinions that show high level of critical thinking.		
1c. Use of texts to support discussion of approach to design thinking [5]	0	Does not texts fron Readings texts sele not acade appropria	n Esse and/ cted o mic o	ential or are	Uses at least 1 text from Essential Readings to support discussion, but other texts selected are not academic or appropriate.		sential support out other d are	Uses 2 texts from Essential Readings. Selection of all texts is appropriate and supports discussion.		Uses 3 texts from Essential Readings. Selection of all texts is appropriate and supports discussion.		dings. I texts and	Uses 3 or more texts from Essential Readings plus other academic texts. Texts are well-chosen and help to extend the discussion.		sential s other ts. -chosen ktend	
2. Discussion	n o	n role o	f de	sign	thinki	ng										/35
2a. Discussion of ethical	0	1		2	3		4	5		6	7		8	9		10
role of design thinking [10]		Discussion is insufficient and/or makes no sense. Little to no personal reflection.			Key points are not clearly explained. Personal reflection is limited and discussion simply repeats points from readings or in-class discussion.		Some attempt to build on readings or in-class discussion. Key points are clearly explained but not in enough depth. Some personal reflection included.		Key points are clearly presented with some depth. Personal reflection provided is thoughtful, building on readings and inclass discussion.		Key points are well- articulated in depth. Builds on readings and in-class discussion to offer important or novel personal insights.					
2b. Discussion of theoretical	0	1		2	3		4	5		6	7		8	9		10
role of design thinking [10]		Discussio insufficiei makes no Little to n reflection	nt and sens o per	e.	Key poil clearly of Persond is limited discussive repeats reading discussi	explai al refle ed and ion si point s or ii	ned. ection d mply ts from	Some a build or in-class Key poi explain enough person include	n readii s discus ints are led but l depth al reflec	ngs or ssion. clearly not in . Some	clearly with so Persor provide though on rea	ints are presen ome dep nal refle ed is ntful, bu dings a liscussi	ted oth. ction uilding nd in-	articul Builds and in discus import	nints are ated in on read -class sion to tant or nal insig	depth. dings offer novel
2c. Discussion of strategic	0	1		2	3		4	5		6	7		8	9		10
role of design thinking [10]		Discussion is insufficient and/or makes no sense. Little to no personal reflection.			Key points are not clearly explained. Personal reflection is limited and discussion simply repeats points from readings or in-class discussion.		Some attempt to build on readings or in-class discussion. Key points are clearly explained but not in enough depth. Some personal reflection included.		Key points are clearly presented with some depth. Personal reflection provided is thoughtful, building on readings and inclass discussion.		ted oth. ction uilding nd in-	Key points are well- articulated in depth. Builds on readings and in-class discussion to offer important or novel personal insights.		depth. dings offer novel		
2d. Use of texts to support discussion of role of design thinking [5]		Does not texts fron Readings texts sele not acade appropria	n Esse and/ cted o mic o	ential or are		m Ess gs to lion, b lecte demi	sential support out other d are	Uses 2 Essent Selecti is appr suppor	ial Rea on of a opriate	dings. Il texts	Essent Selecti is appr	texts fi ial Read on of al ropriate rts disci	dings. I texts and	texts f Readir acader texts a and he	Uses 3 or more texts from Esse Readings plus o academic texts. texts are well-chand help to extet the discussion.	

STUDENT ID:	DATE:	

		Not satisf	actory	Developii	ng	Satisfacto	ory	Compet	ent	Highly co	mpetent		
3. Referenci	ng										/10		
3a. In-text referencing [5]	0	Many in-te references many form errors.	missing,	Some in-to references some form errors.	missing,	All in-text present, so formatting	ome	present,	t references few 1g errors.	All in-text references present, no formatting errors.			
3b. Reference list [5]	0	Many refer missing fro reference l formatting	om ist; many	Some references missing, some present, some formatting errors. All references present, some formatting errors.			present,	All references present, few formatting errors.		All references present, no formatting errors.			
4. Writing											/2		
4a. Clarity, conciseness,	0	1	2	3	4	5	6	7	8	9	10		
structure, and style [10]		Writing is and difficution and struction disorganis heavily on and/or partis essential quotes with minor work	It to read; ure is ed. Relies quotes raphrasing illy using	Writing sometimes lacks clarity; structure is disorganised. Relies often on using quotes. Paraphrasing is not properly done (sometimes too close to original).		Writing is but is not concise; st mostly ore Some relia quotes ins paraphras always in	always cructure i ganised. Ince on Itead of ing or ing is no	concise; s is organi Presents other au paraphro own word t effective	Writing is clear and concise; structure is organised. Presents ideas from other authors via paraphrasing in own words, mostly effective.		Writing is clear, concise and eloquent; structure is well-organised. Presents ideas from other authors via paraphrasing in own words, very effective		
4b. Correct word limit:	0	1	2	3	4	5	6	7	8	9	10		
spelling and grammar [10]		Significant word limit; errors in si grammar.		Below or o limit; som in spelling grammar.	e errors	Within wo few errors and grami	in spellir		g and	Within word limit; errors in spelling a grammar.			
COMMENTS									TOTAL		/10		
Your assessment	was	submitted	24	+-hour perio	d(s) after th	e due date.		PE	NALTIES				
The penalty for la 10% for each add							nd		Late				
hours late (7 x 24					silicites mon	e than 100			Plagiarism				
								FINA	AL MARK		/10		
								Da	te submitted				
								Tin	ne submitted				
								Extensio	n Due				