

ASSESSMENT PRINCIPLES

IDBM Corporate Entrepreneurship and
Design Course (6.9.2022 – 13.10.2022)



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School

1. General Performance During the Course

- Participants benefit from a range of methods including theoretical insights, practical case-based illumination and exploration through individual and team-based assignments which take advantage of prior and aggregated course inputs.
- The grade awarded will be determined on the basis of the quality of a team-based project and presentation, as well as level of individual preparation for, and active participation in the course.
- Participants are expected to prepare for classes by undertaking the assigned, readings, individual tasks, re-viewing video content, etc. the quality of class participation and group interaction will be used as supplementary input to the grading process. The weekly individual feedback reports will include reflections on the group work and will be considered as source of information about the group interaction.
- Completion of all individual & group assignments and exercises. The final grade will be awarded on a Team Basis. - Team Presentation: 40%. - Team Report: 60%

2. Assessment of the Case Exploration Report

- The final outcome of the course includes the Case Exploration Report, which will be created collaboratively by the small groups. This part of the course assessment will determine 60% (team report) of your course grade and will be assessed by the teacher in charge and adjusted based on active participation and group interaction of the participants.
- The Case Exploration Report, grade 0-5, weight 60%
Criteria: Assessed by using the following requirements:
 1. Phase one (Systematic Case Analysis) & two (Radically Creative and Innovative Synthesis) i.e. new proposals for the two case companies should be explicitly addressed.
 2. Specific references to some of the course lectures, material, methods, and processes presented during the course.
 3. Explicit references, and bibliography as to add relevant material, Which the team found insightful and useful.

3. Assessment of the Presentations

- The final outcome of the course includes the Presentation, which will be created collaboratively by the small groups. This part of the course assessment will determine 40% (team presentation) of your course grade and will be assessed by the teacher in charge.
- The Presentation, grade 0-5, weight 40%
Criteria: Delivers essential information, has clear structure, assures the audience and has the following structure/qualities.
 1. Visually and verbally stimulating, clear, concise, and inspiring presentation.
 2. There is a predetermined time allocation for each team's presentation. If the team goes over time, the team grade will be lowered.
 3. The team should leave sufficient time for comments, questions, and even suggestions from members of the other teams.
- Feedback: What was good, how it could be improved

4. Assessment rubric (adapted from Bloom's and SOLO taxonomies)

0 – No work is submitted, or is submitted after the deadline without the negotiation of an extension. If work is submitted, it does not reflect upon what was learned and how it was meaningful.

1 – The submitted text describes a single point about what was learned

2 – The submitted text describes multiple points about what was learned

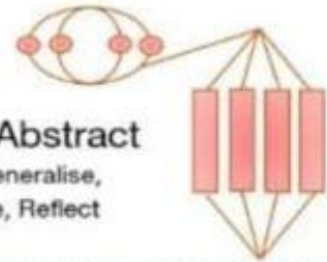
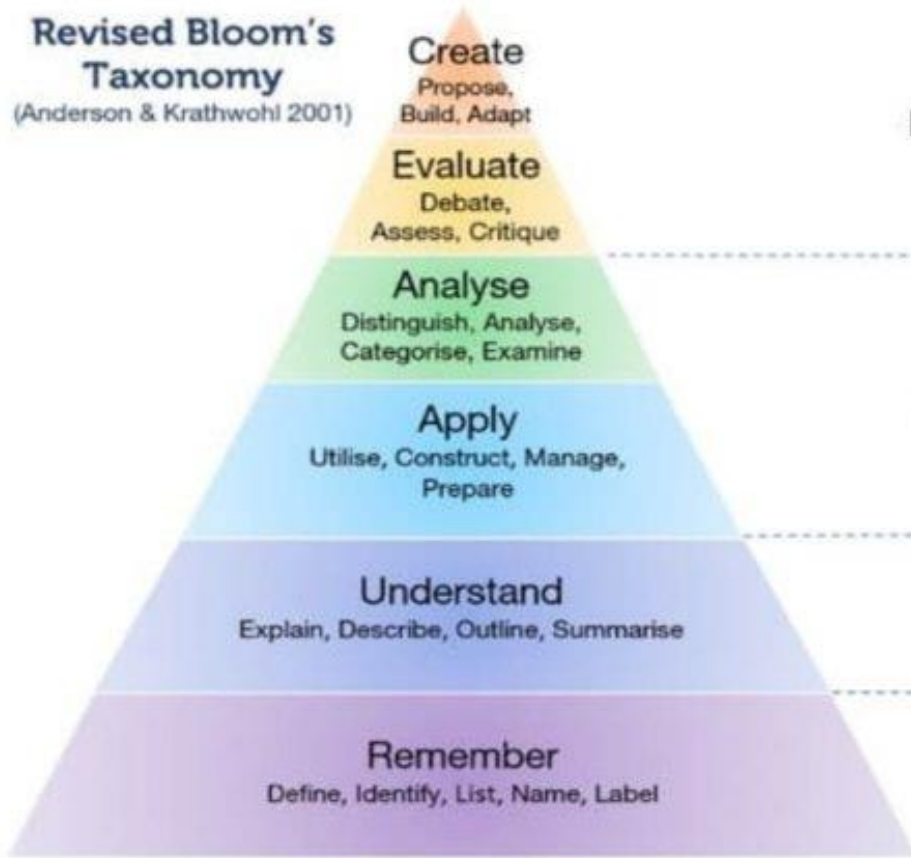
3 – The submitted text explains multiple points about what was learned and explains their relevance to your case and includes elements from the phases of the assignment

4 – The submitted text explains and connects multiple points about what was learned and illustrates this understanding with examples from the case, justifying your thinking about the utilization of design through systematic reflective analysis to demonstrate the application of what was learnt

5 – The submitted text explains and connects multiple points about what was learned and illustrates this understanding by drawing on examples from your case. It then goes further, using examples and literature beyond the given text to form suggestions (vs., predictions) of some creative concepts and ideas for the case's potential future(s) with careful consideration on how design could continue to play a vital or significant strategic role.

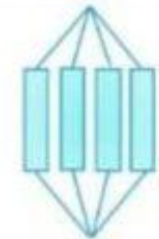
Bloom's and SOLO Taxonomies

Revised Bloom's Taxonomy
(Anderson & Krathwohl 2001)



SOLO Taxonomy
(Biggs 1999)
Structure of the Observed Learning Outcome

Extended Abstract
Theorise, Generalise, Hypothesise, Reflect



Relational
Explain causes, Analyse, Compare/contrast, Apply



Multi-structural
Describe, Enumerate, List, Combine



Uni-structural
Identify, Name, Follow simple procedure

Pre-structural
(Misses points, Fail)