Optionality in Assessment: Case Studies

Case Study 6

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Institution: Imperial College London

Discipline/Field of Study: Transdisciplinary

Type of Assessment: Self-Designed Project

Credits: 5 ECTS

Level: Level 5

Unit Type: Optional unit available across a range of programmes

Type of Optionality: Submission format, negotiated assessment task/question, feedback format, and choice of assessment criteria to be applied to the piece of work

Assessment Details:

a. Instructions for completing the assessment

Module	**My World**
Assignment Title	**Final Design Portfolio (Final Project)**
Contribution to Module Grade	40%
Deadline	**6pm Monday 20th March**
Assignment Description	This is your final project for the module. You will spend the final seven weeks of the module working on it, with submission due by 6 pm on Monday 20th March.
	Your assignment is to design an intervention or initiative to investigate or change your experience of happiness.
	You should spend some time planning, some time executing and some time analyzing the results, thus you should not plan for an intervention that lasts seven weeks (aim for two-three weeks of active intervention time). The project will be submitted in two parts, a questionnaire and a creative component. They are equally weighted.
	Part 1: Project Portfolio Questionnaire – Together in class we determined the elements that the project questionnaire should include. This list with some examples can be found on Basecamp. The final elements that should be answered in your questionnaire are: - What is the main aim of the project? - What is the background/context or approach? - What is the research question? - How are you going to do your project? (e.g. methods, process) - What data do you think you will collect? - Analysis or discussion or reflection on what you have done. - Commentary on your creative product.
	Part 2: Creative Design Portfolio – You will each create a piece or pieces that represent(s) your project. The submission can take any form that you want, for example, a poem, a playlist, a video, a sculpture, an interpretive dance, a presentation, a knitted scarf, a diary… the sky is the limit. This is your opportunity to try something you've always wanted to do. Your project will be described in the questionnaire, thus this

	element of your project can be more abstract and creative. It is likely to represent the results or conclusions of your research project. The creative submission may contain multiple elements, but does not have to.
ILOs Assessed	The focus of this assessment is on the following two ILOs: - Design and test a targeted happiness initiative or intervention in your own life - Evaluate the impact of the initiative
Class Time Available	You have seven weeks of class time to work on your projects and discuss them with other students. All projects will be submitted by the end of the end of the final session.
Weekly Attendance and Updates	You will find that you are most likely to need to work on your project at different times of the day, on different days of the week. It is very unlikely that you will be able to create a meaningful change in your experience of happiness just between the hours of 4-6pm on a Monday afternoon. It is very important that you do not become overloaded or stressed by your project – so you should use the Monday class time to make up for the time you are spending on your project during the week. This means that you do not need to physically attend a classroom during the project period. However, Dr Hauke will want to know that you are making progress with your project, that you are feeling confident and to help with any questions, worries or concerns. Dr Hauke will also want to encourage you to think about aspects of your project that you might not have considered, or to take risks and try something different to your first idea. This is a very valuable part of the project process. You are therefore required to provide a weekly update each Monday before 6pm. To send your update, you can: - Send Dr Hauke a Ping (private message in Basecamp) - Join the weekly drop-in session on Zoom at any time between 4-6pm (no appointment needed) If you want to meet up with your friends or colleagues from the module during class time, you can do that where ever is comfortable for you. You might want to meet for a coffee, or go for a walk to share your progress on the project. You can

	also join the Zoom and work in a private room with each other, or just sit and work with Dr Hauke on Zoom.
	Don't forget that you will also be required to complete the Check In question each week.
Help Available	Dr Hauke will be available for help during all sessions. You can also Ping Dr Hauke between sessions with questions.
	Dr Hauke is very happy to answer questions, Pings or messages at any time and to review project progress during the sessions. Please ask for feedback along the way.
	This project can be a lot of fun, but it can also be hard to know what to do, it might be confusing or make you feel overwhelmed or uncertain. These are normal feelings that can come up when completing this type of work – please don't feel worried or embarrassed if you experience this.
	Dr Hauke is very experienced at helping students work on this type of project, and is very happy to chat, listen and help come up with solutions. Don't hesitate to come and ask if you need anything.
Marking Criteria	The Final Design Portfolio is marked in two parts: the questionnaire (50%) and the creative component (50%).
	The marking of the questionnaire will be based on how well you have answered the questions, represented your project process and reflected on the impact of your intervention.
	The creative component will be marked on how well you use your creative piece to communicate the experience of your project. Can the viewer/reader/listener understand the impact of your project through your portfolio?
	It will not be marked on 'artistic quality,' but on the impact the work has, so don't be concerned if you feel like your work is not ready to hang in a gallery. Just ask yourself if it conveys your project experience.

b. Marking rubric

My World: Final Project

Module	My World
Name	
Assessment Title	Final Project
Contribution to Module Grade	40%
Recommended Assignment Grade	
Project Management and Professional Conduct *How well did you engage with the process of developing a good project idea and getting feedback? Did you provide weekly updates and share your progress in the Check In? Were you professional in your communications with your teacher and your colleagues?*	
Aims of the project, background research and formulation of design question *How well have you set out the background to your project in the questionnaire? Have you clearly expressed your own definition of your concept, demonstrated wider thinking or reading and then brought this together in a clear project design question?*	
Project planning, methods and management of the project process *How well did you plan your project and approach your exploration with a view to method? Have you justified your approach and demonstrated reflexivity in the conduct of your project? Were you able to adapt and make the most of your project once you were under way?*	
Data collection and analysis *How did you approach the idea of 'data'? Were you able to collect data in a systematic and meaningful way? How did you approach learning from your data?*	

Project outcomes *What were you able to learn from both the completion of this project and your data analysis more specifically? How well were you able to reflect on the process and your findings in relation to your own life?*	
Introduction to the creative component *How well were you able to introduce and contextualise your creative component?*	
Expressive quality of creative component *How well have you been able to express something about the experience of completing your project or the findings of your project in a creative and less explicit form?*	
Quality of creative component *Is your creative component well thought through, designed and produced to a high quality?*	

Feed forward and final overall comments for this assignment *What can you learn from this assignment to help you in your further studies?*	

Final Comments	

c. Teaching materials:

What is Project Ethics and Why Do I Need It?

Whenever we do any kind of research or project that involves human beings, we need to consider the ethics of that project. [You can read more about ethics in the student handbook here.](#)

Before you begin working on your project, you must complete the Change Makers Ethics Application and receive sign off from Dr Hauke. Your application will be reviewed by Dr Hauke, and by our Change Makers Ethics Committee. You might be asked to make changes to your project or consider some ethical questions before you are signed off to start work on your project.

You must not begin work on your project until you have ethical approval.

In many cases, there will be no ethical concerns - but we always need to complete an ethical review to make sure.

Sometimes there will be ethical concerns that we can manage (with minor changes to the project) and need to be aware of.

Sometimes the ethical risks of the project might outweigh any potential benefit and we have to rethink the project.

As this might be the first time that you have encountered an ethics process in your work, we will complete the ethics application in two stages.

Team Ethics Reflection with the Ethics Matrix

To introduce ourselves to the idea of ethics, and to begin formulating the right types of questions about ethics, we will do a group ethics activity in class. You will need to use our ethics matrix to consider some different types of projects and try to consider the ethics of each project. You should come up with ethical questions, potential problems and potential solutions. This is not assessed and is an orientation activity to prepare you for your own individual ethics application.

Individual Ethics Application

Each student must complete an individual ethics application before starting any work on their project.

The final deadline for ethics applications is Monday 20th February at 6pm.

However, you should have already submitted your ethics and started work on your project as soon as you are ready.

Here is the link for your ethics application: https://forms.office.com/e/zKRUXnxWmK

It should only take a couple of minutes to complete the application. You must wait for confirmation that your application has been approved before starting work. In most cases this will be during the same session or day that you submit the application. If you submit the application between sessions, please Ping Elizabeth so that your application can be reviewed without delay.

Please note that you cannot edit your application - if you are asked to make any amendments to the application, you will need to submit a new application. After you press submit, you will be offered the option to download a PDF. Please do this, and keep that PDF safe. It will be your only record of your application.

d. Other links or pertinent information

This assessment is a self-designed project where the students are asked to reflect on their own experiences of happiness and see if they can change that experience in some way. The project is unstructured, but with weekly progress checks and a stringent ethics review process that also serves as a formal formative feedback opportunity, along with the weekly informal feedback sessions. The students can design their own project and hand in a submission of their own design. As a class (approx 40-50 students), we talk through our ideas for the projects and think about what types of thing could be submitted for assessment. We consider what the assessment needs to demonstrate and how it should be marked. The students co-create a marking rubric and set of guidelines for the project that fairly capture all the different ideas and projects being explored. The teacher then records a summary video of the co-created design brief and submission requirements, along with a written set of FAQs generated by the students. The students are also provided with a more formal briefing document that captures the assessment in the same terms as their other assessments. As well as the self-designed assessment submission component, we have a safety net component which is a questionnaire that asks the students everything that the assessor needs to know about their project (background, planning, method, data collection, analysis, learning from project). This ensures that the more 'technical' side of the marking rubric is easily covered, allowing the students to really consider how to best communicate the experience of their project in their self designed submission. This more creative element could be anything - we have had journals, prose, essays, poetry, videos, dances, choreography, collage, recipes, playlists, songs, paintings, sculptures, infographics and more submitted. All submissions are double marked. There are further materials that the portal here would not allow me to upload - **such as our Assignment FAQs, our collaborative marking rubric, and our video briefing that captures all the student discussion and co-created choices. Happy to provide these separately.**