

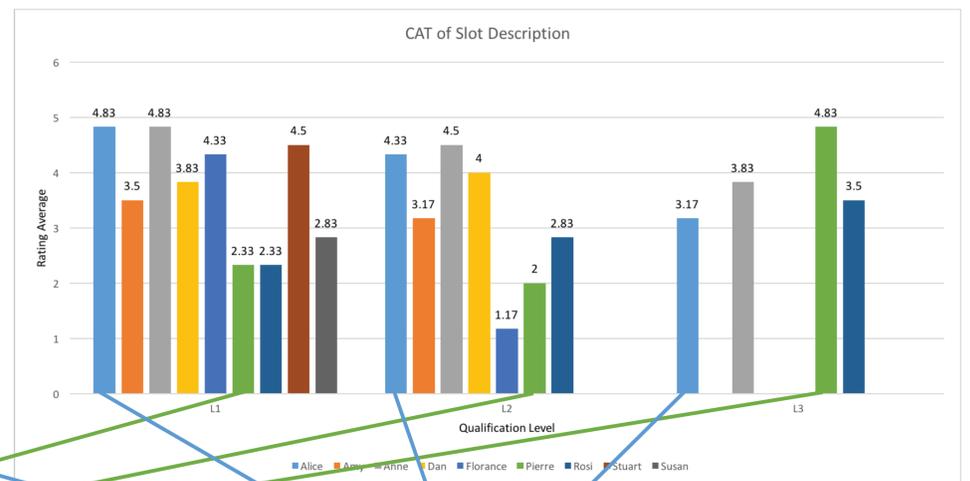
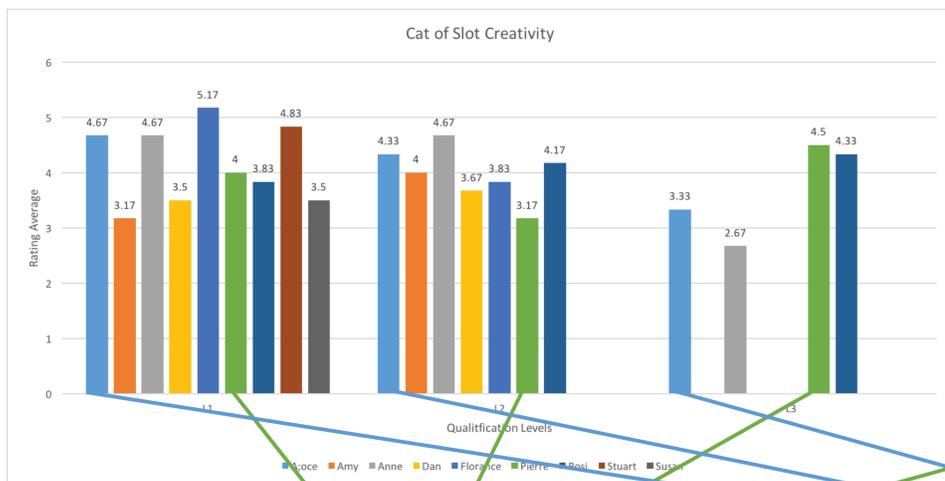
Consensual Assessment Technique

To see whether there is any relation between how student artefacts are judged and the amount of interaction around them.

Average of 20 ratings (9 students' work) by 6 experts (a mix of Associate Lecturers and Central Academics) assessing Creativity, Novelty, Originality, Strength of Concept, Feasibility, Usability, Communication, Representation, Description, Liking, Aesthetic appeal, Shining example.

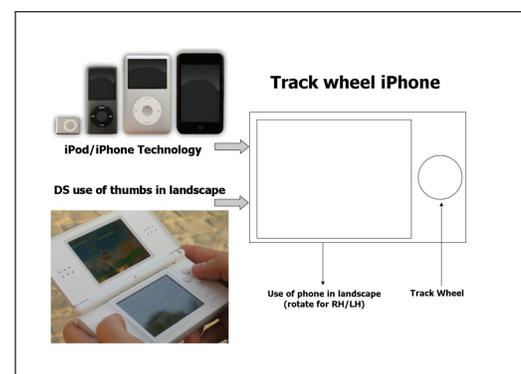
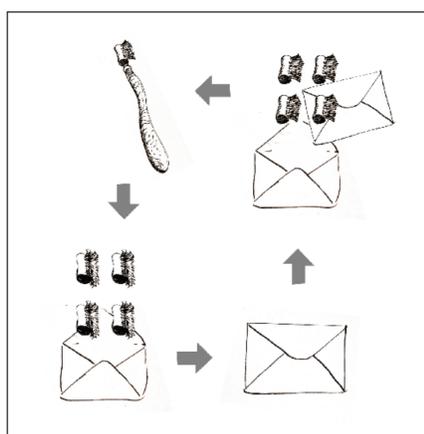
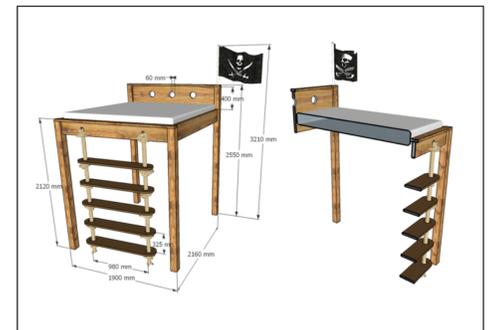
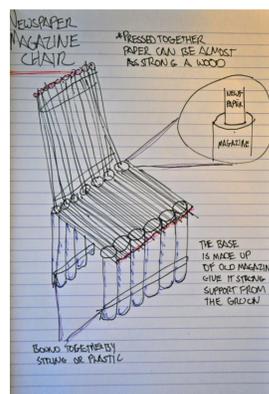
UP in assessment Pierre, Rosi, Dan

DOWN in assessment Alice, Anne, Florance



Pierre
Grade 2 to grade 1

Alice
Grade 1 throughout



Are any of the rated categories (slot qualities) related to the amount or quality of interaction on slot? **NO**
 Have the higher rated slots more interaction on average? **NO**
 Have the higher rated slots more qualitative/reflective interaction on average? **NO - except in U101**

The assessed qualities cannot be clearly linked to slot interaction.

Constraints

Agreement	Cronback Alpha	Agreement	Cronback Alpha
All	0.6803	Communication	0.6687
Creativity	0.634	Representation	0.7056
Novelty	0.5137	Description	0.7663
Originality	0.603	Liking	0.5737
Strength of concept	0.4842	Aesthetic appeal	0.6828
Feasibility	0.7168	Shining example?	0.7073
Usability	0.755		

Mixed sources (levels in Q) for assessment
 Mixed Agreement could be better
 More pieces of assessments to draw conclusion from statistics
 Better consistency in choosing assessment pieces (T317 problem)