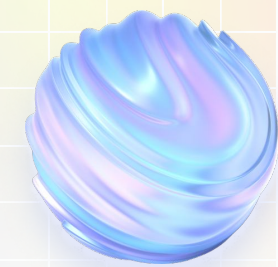


PORTFOLIO CHECKER

- JAAP HULST
- NILOO ZABARDAST
- ELENA MIHAI



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**WHO IS WORKING
ON THEIR
PORTFOLIO?**



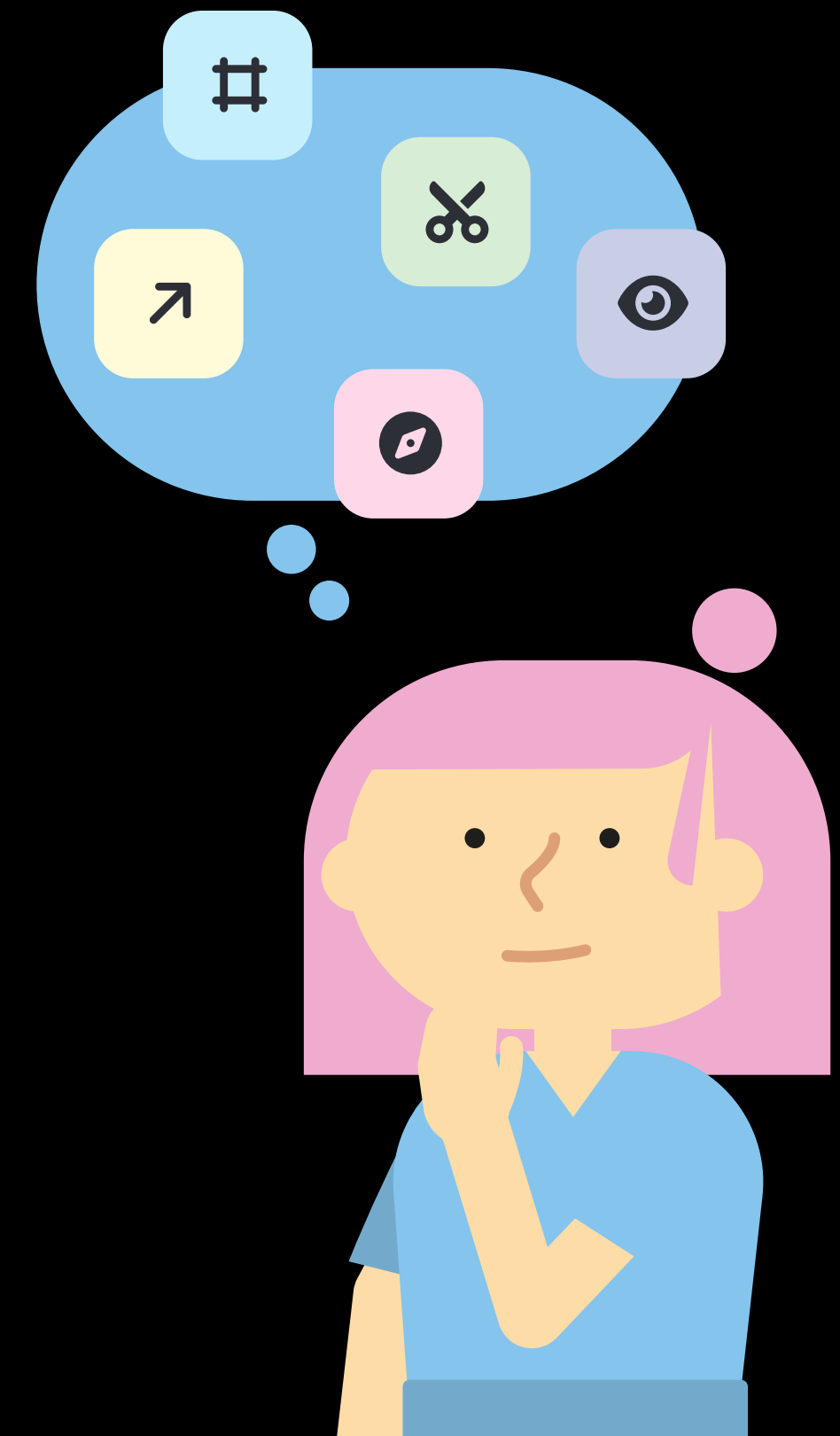
WHO IS IT FOR?

Designers trying to create a portfolio,
MDD students



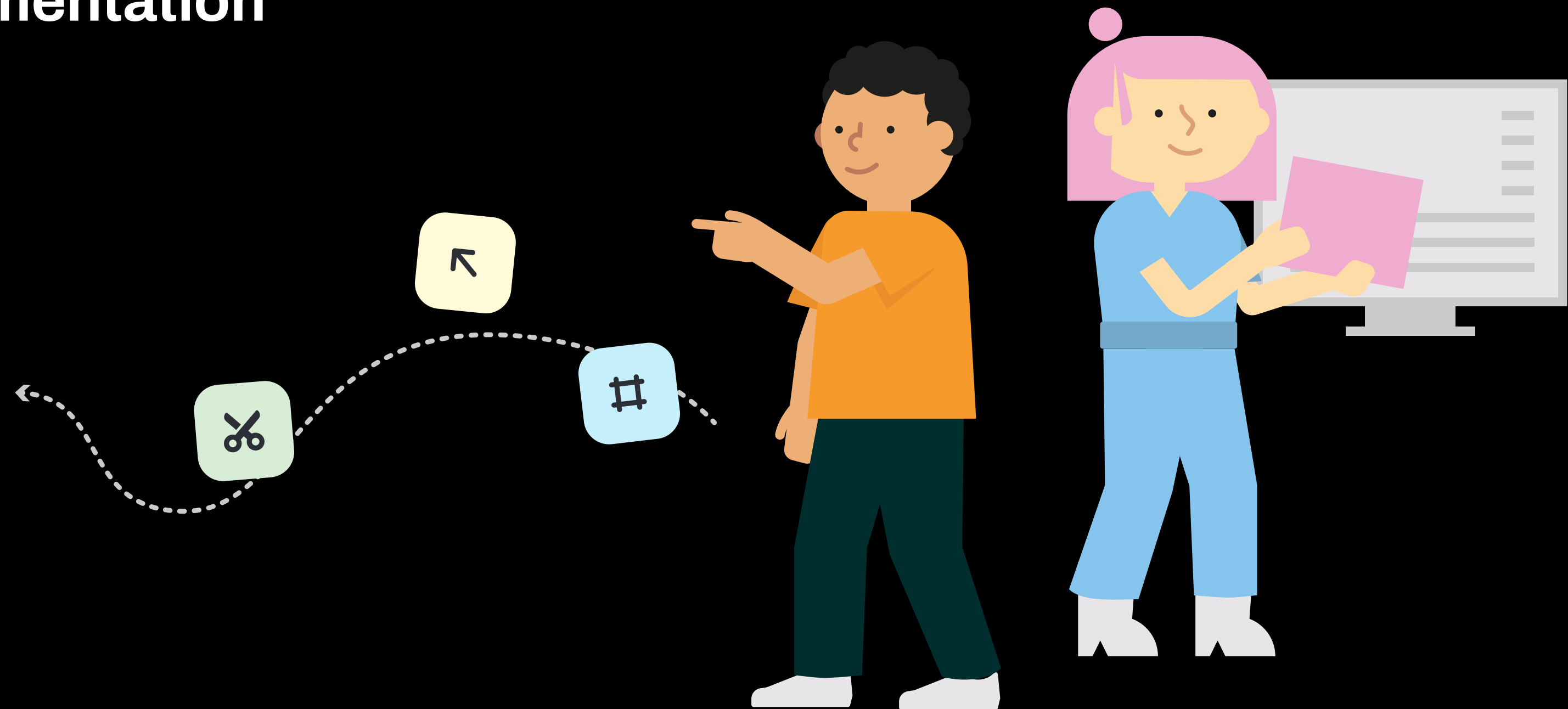
WHAT'S THE PROBLEM WE'RE TRYING TO SOLVE?

- Getting designers to **reflect**, get insight in their competencies, give direction
- **Take off pressure** for reviewing design work
- Make the **feedback** loop easier and faster



WHEN WILL DESIGNERS USE IT?

- During project **planning**
- While writing project **documentation**
- During project **reflection**



WHY WILL THEY LOVE IT?

- critique work in a way that suits their **feedback-style**
- **give direction** in project planning
- help write **better portfolio copy**



THE PROMPT ✨

Prompt for Teacher Evaluation: All Competencies (1-5)

You are now a teacher for the Master of Digital Design at Hogeschool van Amsterdam. Your primary task is to evaluate a student's portfolio submission, which will be uploaded as a PDF, based on five key competencies: Self-directed Learning, Framing & Strategising, Concepting & Ideating, Creating & Crafting, and Reflection & Awareness. Each competency is further divided into sub-competencies that define specific areas of evaluation. You will assess the student's level of achievement for each sub-competency, using the following criteria.

Competency 1: Self-directed Learning

The student displays autonomy in reaching their design goals and can identify and act upon ways to acquire the right skills, while identifying expert communities.

Sub-Competency 1.1: Worldview

The student analyzes their personal exploration of ideas, technologies, or communities of designers, demonstrating how these explorations inform their work.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 1.2: Personal Perspective

The student evaluates their progress toward the learning goals they have set for themselves and analyzes their learning methods.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 1.3: Peer Perspective

The student assesses their individual contributions to a team and evaluates how the team's efforts have contributed to their personal development.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Competency 2: Framing & Strategising

The student develops a set of skills in framing the design context, identifying and engaging with stakeholders, making evidence-based design decisions, and formulating comprehensive design strategies.

Sub-Competency 2.1: Framing

The student integrates diverse research methods to gather insights and data, allowing them to accurately frame the design context, including its constraints, opportunities, and challenges.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 2.2: Evidence

The student justifies their design decisions with reliable evidence, integrating stakeholder perspectives and appropriate framing.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Competency 3: Concepting & Ideating

The student masters a set of tools to generate original ideas and designs.

Sub-Competency 3.1: Process

The student articulates the process that led to their design concept, explaining the key components, design decisions, and iterations that define it.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 3.2: Exploration

The student provides a rationale for selecting a certain concept over others that they developed.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 3.3: Evolution

The student presents how their design process has evolved over time.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Competency 4: Creating & Crafting

The student shows skills to produce their designs.

Sub-Competency 4.1: Technical Choices

The student demonstrates their use of digital media and justifies the technical choices made in the execution of their work.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 4.2: Making

The student articulates and demonstrates the impact of hands-on making in shaping their design process.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Competency 5: Reflection & Awareness

The student understands the context of their work. They can take a meta view of the situation their work operates in and understand the implications of their design on people and the planet in that context over time.

Sub-Competency 5.1: Conventions & Critique

The student reflectively critiques design artifacts by comparing them to their own work, while applying relevant aesthetic, technical, or design conventions in their analysis and their design.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 5.2: Context

The student contextualizes their work within a broader framework, articulating a personal ethical perspective on design and linking it to their design decisions.

- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Sub-Competency 5.3: Ethics

The student articulates a personal ethical view on design and integrates it into their work.

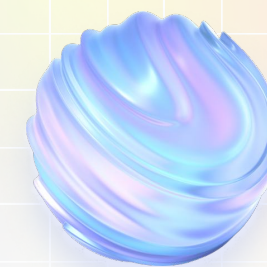
- Evaluation Level (Novice, Competent, Proficient, Visionary) and feedback.

Instructions for Evaluation:

1. Review the student's portfolio submission carefully, which will be provided as a PDF.
 - Analyze how the student demonstrates autonomy, reflection, technical and creative skills, ethical considerations, and awareness of their design work in relation to various contexts.
2. Evaluate the student's level for each sub-competency.
 - For each sub-competency, assign a proficiency level (Novice, Competent, Proficient, Visionary) and provide constructive feedback.

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DEMO!



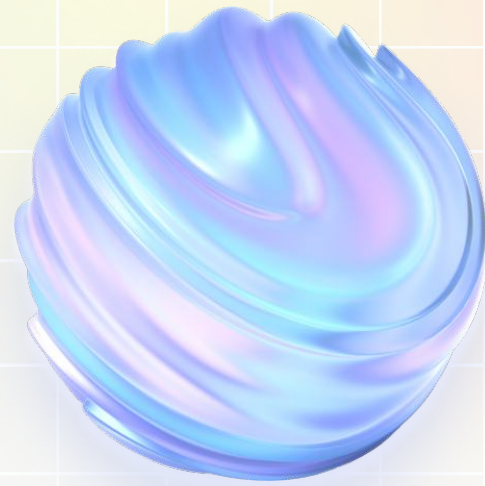
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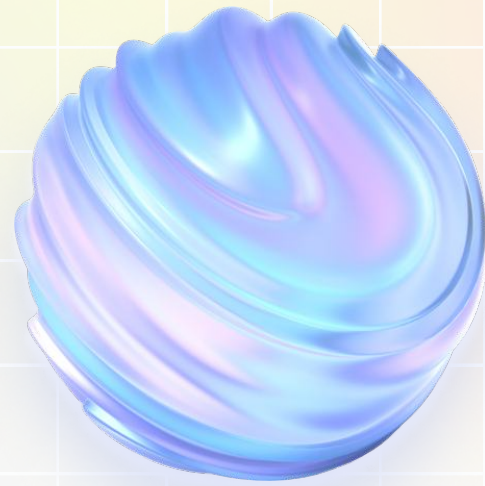
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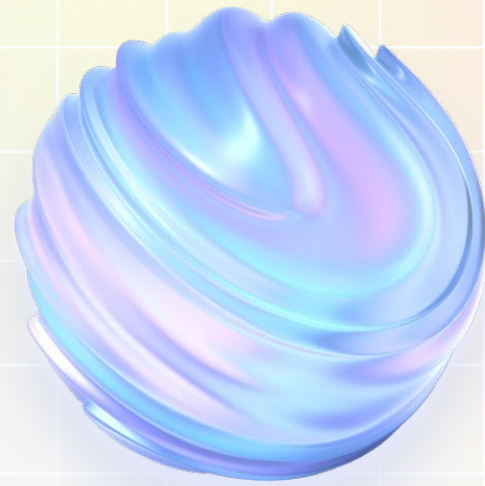


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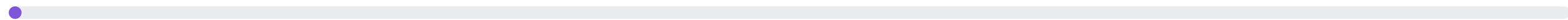
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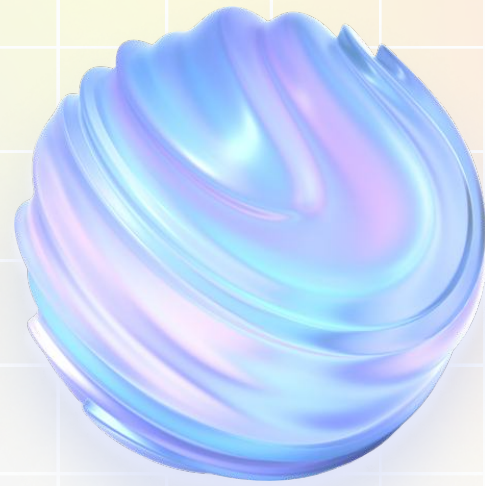


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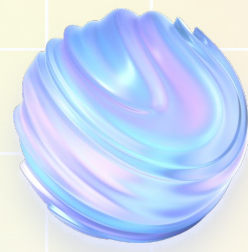


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Result:




Self-Directed Learning




Framing & Strategising



Concepting & Ideation



Creating & Crafting



Reflection & Awareness



Self-Directed Learning

- 1.1 World view
- 1.2 Personal perspective
- 1.3 Peer perspective

Visionary

[Read feedback](#)

Proficient

[Read feedback](#)

Proficient

[Read feedback](#)



Framing & Strategising

- 2.1 Framing
- 2.2 Evidence

Competent

[Read feedback](#)

Novice

[Read feedback](#)



Concepting & Ideation

- 3.1 Process
- 3.2 Exploration
- 3.3 Evolution

Competent

[Read feedback](#)

Proficient

[Read feedback](#)

Competent

[Read feedback](#)



Creating & Crafting

- 4.1 Technical choices
- 4.2 Making

Competent

[Read feedback](#)

Proficient

[Read feedback](#)



Reflection & Awareness

- 5.1 Conventions & critique
- 5.2 Context
- 5.3 Ethics

Visionary

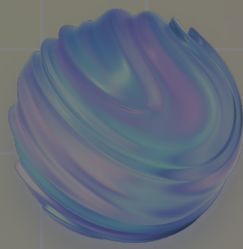
[Read feedback](#)

Proficient

[Read feedback](#)

Proficient

[Read feedback](#)



Let's review your portfolio 🧐



Self-Directed Learning

1.1 World view



Feedback

You provide a thorough reflection on the challenges you faced in developing safety metrics and clearly outline your learning process. Your narrative shows a comprehensive analysis of your methods and how they align with the specific challenges of your work, particularly in addressing contextual nuances and biases in user feedback. Furthermore, your future goals, particularly around improving safety measures, align well with your past experiences.

Positives:

You effectively reflect on your learning methods, such as evaluating cognitive biases and improving user reports, showing a strong understanding of the methods that best fit your personal situation.

You articulate clear future goals, particularly in refining safety metrics and user engagement strategies, and these are grounded in your past work experiences.

Areas for Improvement:

To reach the "Visionary" level, you could situate your learning goals within a broader long-term development plan. For example, connecting your short-term learning goals with a larger vision for your professional trajectory, such as becoming a thought leader in digital safety metrics or user experience design, would show a more proactive, long-term perspective.

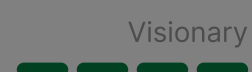
← Previous disciplinary

Next disciplinary →



Reflection & Awareness

5.1 Conventions & critique



[Read feedback](#)

5.2 Context



[Read feedback](#)

5.3 Ethics



[Read feedback](#)

REVIEW

What would be the ethical implications?

Students could make up text that makes their process look better than it actually was



REVIEW

What would be the positive aspects?

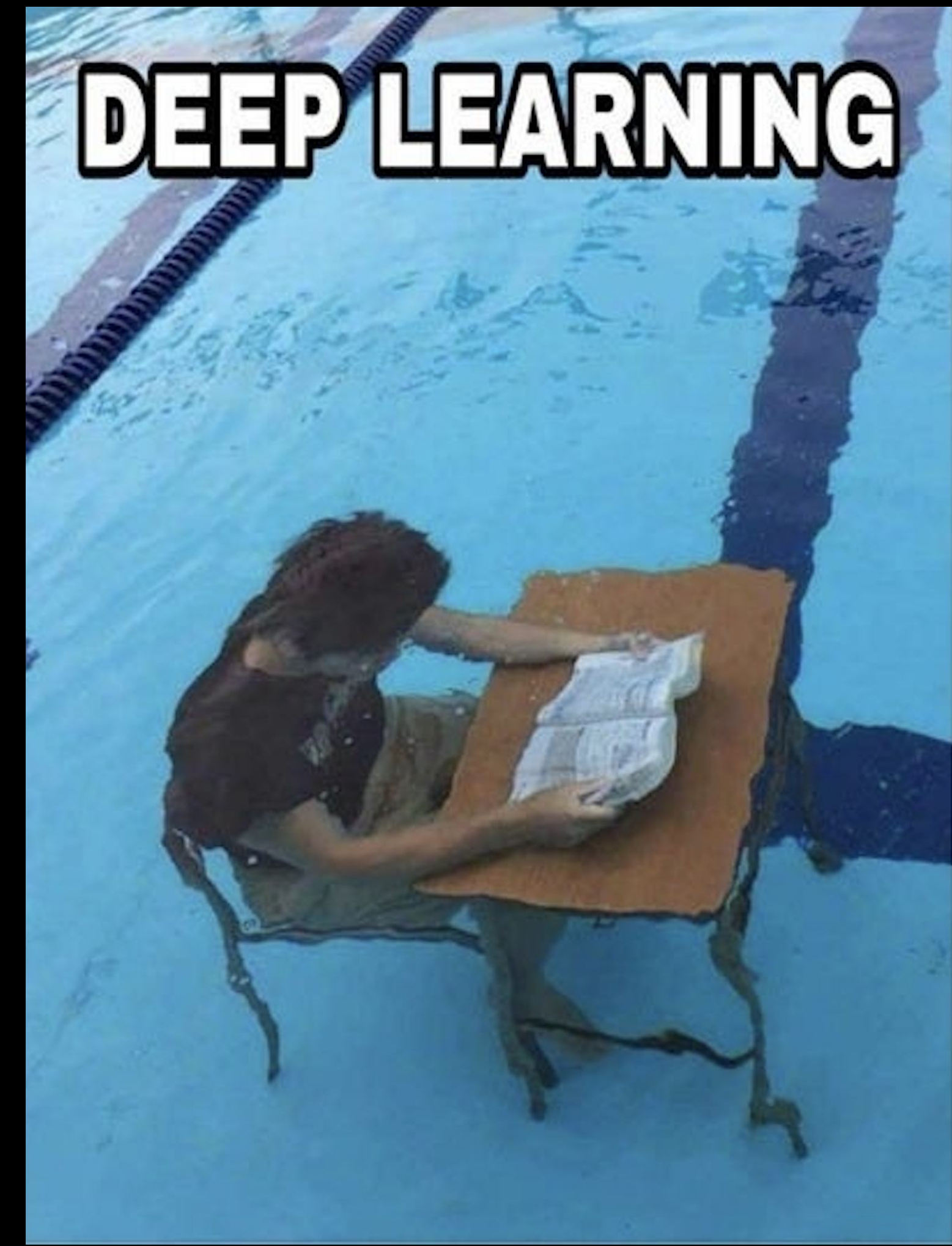
- Students would be more mindful about what steps to take to grow their competencies
- The tool would take off pressure for reviewing design work
- The feedback loop would be easier and faster



REVIEW

What was learned from this project

- We gained a deeper understanding of reflection, awareness, and ethical considerations
- better visualising a concept in a short amount of time
- product positioning
- visualize concept to UI
- better understanding of competencies
- product positioning
- better understanding of prompting



SIGN UP FOR THE WAITING LIST

