

A3: Evaluation of teaching practice: Assessment & Feedback

In the Book arts workshop, we uphold a strong identity of quality. Regardless of the project a student is working on, we are dedicated to ensuring that they create well-crafted items of high quality before leaving the workshop.

One approach in assessing students' performance in the physical quality of production is assessing by criteria such as accuracy, precision and attention to detail. For each criteria, I am able to observe the students as they work on the task and make mental notes on their performance. For practice or dummy items, I allow students a certain level of independence and make allowances for mistakes. I often have examples of various stages of production, and share these with students before they begin, so they have a clear understanding of what is expected of them. During the task, I offer verbal feedback on specific aspects of their work that may need improvement, or praise them for areas where they excel. According to [Sabri's \(2017\)](#) observations, micro-affirmations can play a crucial role for students, particularly those from ethnic minority backgrounds, in learning environments where they may feel unrecognized or excluded.

I encourage students to share their final product with me after they have completed their work. I review the students' work and provide feedback on the physical quality of their production. I am then able to highlight areas where they did well and areas where they could improve. This feedback can help students understand their strengths and weaknesses and guide them in improving their skills in future tasks. This fosters a culture of continuous improvement, where students are motivated to strive for excellence and are empowered to take ownership of their learning.

Overall, the feedback process is an essential part of the assessment and learning experience in the Book Arts Workshop. By establishing a culture of quality and providing students with the tools, techniques, and feedback they need to succeed, I can help ensure that they leave the workshop with a strong foundation in book arts and a deep appreciation for the value of quality craftsmanship. Through this clear feedback that is constructive and supportive, I can help students to deepen their understanding, and become more confident and competent makers.

Evaluation:

This system works really well as students are given the opportunity to explore and comprehend the importance of consistent practice. However, students who lack time or have a lower threshold for quality are more likely to rush or and lack the space for these learning experiences. These students may simply seek to complete tasks for the sake of meeting deadlines, without fully grasping the material. Often, time constraints contribute to students overestimating their abilities and underestimating the time and effort required to produce a finished item of quality.

Noticing the students that are likely to rush and taking the time to break down complex tasks from the beginning into smaller, manageable steps with clear instructions and support could help them build their skills and confidence over a shorter period of time. As described by [Damodharan \(2009\)](#) in his discussion of the Instructional design policy, this can help maintain a level of quality. Smaller, achievable goals encourage students to take responsibility for their learning, promotes a growth mindset, and enhances problem-solving abilities.