

Grading Form

RASL Minor *Re-imagining Tomorrow through Arts and Sciences*
Part I, September - November 2023

Student:

Tutors:

Date:

Learning experience (20%, collective)

The learning experience creates the conditions for the coming together of different perspectives, methods, and/or ways of knowing around a particular matter of concern – thereby encouraging undisciplined ways of learning about the concern	[...] out of 25
The learning experience is designed for a specific context: for a specific space, (historical) moment, organizational or communal/natural context and publics	[...] out of 25
The matter of concern around which the learning experience is centred is accessible for the addressed participants and its relevance/urgency comes across through the learning experience	[...] out of 20
The format and medium of the learning experience align with the subject matter – there is a sensible connection between intentions, content and form	[...] out of 15
The practical aspects of the learning experience have been carefully considered. Communication to participants, including instructions, procedures, and expectations, is critically balanced, and the group adheres to the specified time limit	[...] out of 15
Total:	... points

Situating statement (20%, individual)

<p>Situating: The statement provides a clear insight into, and justification for, how the researcher situates themselves and their practice within the array of approaches encountered, both within and beyond the Minor program (think of, bodies of literature, methods, perspectives, practices of the research context (the building), visions, various concerns, regulations, informal encounters, etc.)</p>	[...] out of 30
<p>Reflection: The statement includes a reflection on how the researcher has engaged with the matter of concern. How has the engagement changed the matter of concern (or even its perception) and how has it changed the researcher (the outlook, the ways of engaging, the modes of collaboration, etc.)?</p>	[...] out of 30
<p>Learning process: The statement includes a meaningful self-evaluation of the researcher's own learning journey. It highlights key milestones, challenges overcome, and lessons learned, both within the context of teamwork and the broader experience within the minor program</p>	[...] out of 20
<p>Engagement: The statement effectively communicates the student's thoughts, ideas, and reflections, ensuring that the addressed reader can grasp the depth of their engagement with the matter of concern and their learning journey. The format of the statement aligns with the subject matter - there is a sensible connection between content, medium and form</p>	[...] out of 20
Total:	... points

Presentation & publication (50%, collective)

Presentation (pressure cooker)	
<p>Iteration of learning experience: The presentation includes an element which resembles what the future learning experience could entail. The students effectively involve the public/participants and have crafted an appropriate activity relevant to their matter of concern</p>	[...] out of 5
<p>(Situating) Particular context: The presentation demonstrates how the learning experience aims at a specific context of the Hillevliet 90 building and public: for a specific space, (historical) moment, organizational or communal/natural context. The students reflect critically on their own (subjective) positionality as researchers in relation to the matter of concern, publics engaged in the next iterations, and context</p>	[...] out of 5
<p>Research plan: The presentation introduces their matter of concern. The urgency of the research project is effectively conveyed. The presentation covers how they work together, their research plan, how research connects or includes their intended publics, and their current aim for the final learning experience</p>	[...] out of 5
<p>(Engagement) Presentation format and cohesion: This criterion considers if the presentation follows a sensible structure, the form aligns well with the subject matter, respects the time limitations and is calibrated to the selected audience</p>	[...] out of 5
Publication	
<p>Learning experience documentation and reflection: The publication offers argumentation as to how the experience facilitated interdisciplinary learning about the chosen matter of concern. The publication also offers a justification of the choice of learning approach and self-evaluation of this choice</p>	[...] out of 20
<p>Learning process: The publication offers a detailed description of the collaborative learning approach, incorporated methods and steps (including pitfalls), and references, in a way that is accessible to the intended readers of the publication</p>	[...] out of 25
<p>(Situating) Particular context: The publication outlines the intended participants and the locality of the learning experience and provides a persuasive justification for these choices. It also examines the applicability of the developed experience in various situations and contexts</p>	[...] out of 20
<p>Engagement: The medium, form and (writing/visual/aural) style of the publication is calibrated to the selected audience of the publication. The narrative choices (visual and editorial) of the publication are consistent and relevant to the aim and content of the publication</p>	[...] out of 15
Total:	... points

Professional conduct (10%)

Professional conduct points granted:

yes/no

Feedback:

General feedback (tutor duo)

Total points:

Situating statement (20%)	
Learning experience (20%)	
Presentation and publication (50%)	
Professional conduct (10%)	
Total:	

Please note that this numerical grade may be converted to a letter grade, depending on the grading scale used by your institution. If you have questions about this, please reach out to Fem or Irina.