

Grading Form

RASL Minor *Re-imagining Tomorrow through Arts and Sciences*
Part 2, November 2022 – February 2023

Student:

Tutors:

Date:

Pressure cooker: presentation + publication (10%):

1. Working from and in a particular context	Points:
The student demonstrates in-depth and with sufficient argumentation and justification how they created their project for a specific context outside of the RASL minor spaces and audience: for a specific space, (historical) moment, organizational or communal/natural context and audience.	... (out of 25)
The student(s) reflect(s) critically on their own positionality as a researcher in relation to the topic, audience and context, including how these three aspects are affected by their (disciplinary) background and the context and moment from which they work.	... (out of 10)
The student demonstrates how their own work is situated in relation to existing artistic, academic and/or other (research) practices, texts and works, by making visible these works and how they connect to the project.	... (out of 5)
2. Re-imagining tomorrow	
The student(s) describes in detail how their specific matter of concern/topic is currently 'imagined': how it has been and how it is currently 'known' from different perspectives, knowledge domains, disciplines.	... (out of 10)
The project offers a shift in how we currently imagine this matter of concern: it offers your own way of engaging with the concern that stands in contrast to the conventional ways of engaging with it.	... (out of 15)
3. Arts and sciences	
The student(s) has defined what working across arts and sciences means for them, in the particular context of their project.	... (out of 10)
The project demonstrates an approach/method of collaborating across arts and sciences that suits the particular context and topic of the project.	... (out of 10)
4. Making Public	
The narrative choices (visual, auditory, and editorial) of the publication and presentation are consistent and relevant to its aims and content	... (out of 10)

The medium, form and style of the presentation and publication is calibrated to the selected audience	... (out of 5)
Total:	... points

Final presentation (40%):

1. Working from and in a particular context	
The student demonstrates in-depth and with sufficient argumentation and justification how they created their project for a specific context outside of the RASL minor spaces and audience: for a specific space, (historical) moment, organizational or communal/natural context and audience	... (out of 15)
The student(s) reflect(s) critically on their own positionality as a researcher in relation to the topic, audience and context, including how these three aspects are affected by their (disciplinary) background and the context and moment from which they work	... (out of 15)
2. Re-imagining tomorrow	
The student(s) shows insights into how their specific matter of concern/topic is currently 'imagined': how it has been and how it is currently 'known' from different perspectives, knowledge domains, and disciplines	... (out of 15)
The project offers a shift in how we currently imagine this matter of concern: it offers your own way of engaging with the concern that stands in contrast to the conventional ways of engaging with it	... (out of 15)
3. Diverse disciplines and modalities of knowing	
The student(s) has defined what working across disciplines means for them, in the particular context of their project	... (out of 15)
The project demonstrates an approach/method of collaborating across disciplines that suits the particular context and topic of the project	... (out of 15)
4. Making public	
The narrative choices of the presentation are consistent and relevant to its aims and content	... (out of 5)
The medium, form and style of the presentation are calibrated to the selected audience	... (out of 5)
Total:	... points

Portfolio (40%):

1. Introduction	Points:
The introduction helps the reader understand the purpose of the portfolio and navigate the reader through the portfolio	... (out of 5)
2. Research process	
The student describes the steps (including possible errors, dead-ends, wrong turns, failures and so on) that led to the final project, in a comprehensive and insightful way.	... (out of 20)
The student reflects critically on how they changed their relationship to the mended project throughout the process.	... (out of 20)
3. Annotated bibliography	
The bibliography contains summaries and/or descriptions (textual, visual, auditory, etc.) of minimum of 10 'texts'* that the project is in conversation with. The student demonstrates how their own work is situated in relation to existing artistic, academic and/or other (research) practices, texts and works, by making visible these works and how they connect to the project.	... (out of 20)
The student(s) demonstrates how the 10 texts relate to and influenced the project	... (out of 20)
5. Making public	
The narrative choices of the portfolio are consistent and relevant to its aims and content	... (out of 10)
The medium, form and style of the portfolio are calibrated to the selected audience	... (out of 5)
Total:	... points

Professional behaviour:

Professional behaviour points granted:	yes
--	-----

Feedback:

Feedback tutor

Total points:

Pressure cooker (10%)	
Final presentation (40%)	
Portfolio (40%)	
Professional behaviour (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 Irina or Fem.