

**RHODE ISLAND SCHOOL OF DESIGN
TEACHING + LEARNING IN ART + DESIGN DEPARTMENT
HANBING REN
TEACHING PORTFOLIO**



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◆ TEACHING PHILOSOPHY

Laozi once said: *'If there is awareness without technique, the techniques can be achieved. But if there is a technique without awareness, the technique will limit the achievement.'* My aim as a teacher is inspiring these ideas within students which also benefits me all the time: let your thoughts lead your techniques.

For a design thinking course, I will prepare designers to be responsible for meeting both practical and aesthetic needs, and how to integrate science, technology, and art. This is for every design-relevant discipline. As the so-called applied arts become more and more interdisciplinary, the craft arts and product design are gradually involving digital interactive design. All of them are closely related to everyday life objects and unconsciously influence people to remain relevant, and compelling these field require critical, creative and thoughtful design thinking.

Design Thinking sounds like a methodology, but is, in fact, a more complete system containing design psychology, design administration, commercial business and other elements. The research and investigation of this field can range from any specific direction students have passion about, like public interests or more private personal wishes.

Design Thinking can be an essential course for college students especially in the context of Chinese college education system. The competition for art students in China is fierce; this year, the Central Academy of Fine Arts of China admit only 811 undergraduates while the total number of applicants is 40,098, which produced the lowest admission rate of 2.02%. There is no simple and effective solution to the system of Chinese art college entrance examination. But to resist going on exporting tens of thousands of 'drawing machines' every year in college stage, I emphasize the priority of encouraging students to build a design-thinking system.

I have three main goals for my students as a teacher. First, developing a deep understanding of design thinking. I will start with these questions: How to find potential problems and real needs



TEACHING PHILOSOPHY

from personal life experience? How to articulate the demands and find ways solving them? How can a student apply artworks to these solutions? How to reflect the project with a tendency to be empathic to users? How to improve the design works through iterations and test whether it works or not?

Secondly, applying theory to practice is of vital importance. I am willing to share my experience acquiring useful skills and applying tools through workshops, which can be a strong support for students to take advantage of many software into their works. Additionally, there will be assignments like recreating cultural creative products relevant a specific history or place; Transforming a piece of art into another form (digital; physical; literal; sonic; etc.); Branding for a newly opened store in a community using multi-media; etc.

Finally, combining, connecting and collaborating--To commercialize your work and make it have value. For most situations, students' works are not considered reasonable until realized in the real world. To make it work is hard to do independently but comes easier with teamwork. So the combination of different backgrounds is essential. I will encourage students to start up a small business as a test. In this way, they will soon understand the gap between inside and outside the school and think of ways solving more problems they might encounter.



INCLUSIVITY STATEMENT

None of my family members works as an educator or an artist. Without support, I met many challenges in the tortuous way to be an art educator. In the first year of my undergraduate study, I was a language learner studying Korean and Spanish with the purpose of becoming a language researcher in the future. Once by chance, I audited a course on Industrial Design named 'Creative Methodology', the assignment was finding a creative solution about an air-conditioner. As an auditing student, I knew nothing about design skills, but I tried to learn by myself and finally, I handed in to the teacher my work which combined the air-conditioner with the room door and with a controlling knob handle. My work was praised by the teacher and surprisingly won the big prize in the nationwide competition. My confidence just shined. I found where my talent and true love lies and I finally transferred my major to Industrial Design.

For me, college is the most important stage of my life. As an educator, I would transpose this experience to practice. It not only gives me a systematic concept of art and design learning but also, allows me to implement and apply it in the fields of my disciplines.

I set up my first leathercraft studio in 2017. it took a whole year for me to prepare and I finally became a teacher in the craft art field. My clients came from many kinds of backgrounds from outside the campus. At the same time, I worked as a Scratch teacher assistant every Thursday, helping the local children get to know the easy vision of coding.

I cooperated with people in different ages and stages, working with both the traditional craftsmanship and the emerging technology. That inspires me a lot and gives me a sound understanding that teaching and learning always happen at the same time. They all came to my life and contributed to the development of my art philosophy, changed the way I see the world, helped me understand other fields rather than just design and art education, and to understand the disparities between us that always generate interesting interactions.



INCLUSIVITY STATEMENT

Now I came to America, things are much different from the comfortable circle I was used to stay. As an international student with Asian tag, I met the culture shock and had an identity crisis. Now I embrace the distinctions, learned how to stay alone as an independent person, and have grown to be a better participator and a better listener. These are all what I can tell my future students who may also be in different cultural backgrounds and face problems.

My distinctions became my story, which are more unique than what is the same with others. Some part of this story might be heard by someone else, and hopefully it would inspire more beautiful life stories in a positive way.

◆ SAMPLE COURSE DESCRIPTION 1

TLAD 101 Inquire the Everyday Life through Design Psychology

3 Credits Instructor: Hanbing Ren

Studio Location: TLAD Classroom, RISD

FALL Monday 1:00 pm to 6:00 pm

Level: Undergraduate

Non-major elective, Open to all majors.

This course is the prerequisite for TLAD102 and TLAD 103.

Fee: \$100

Design is a mixture of many disciplines. A designer ought to have a sensitive intuition and creative thinking of everyday life objects and have an awareness of the underlying design psychology. Remember that designers make creations combining both aesthetics and usability.

Throughout this semester, we will inquire into ways which enable designers think critically about the things we take for granted. Also, an introduction to Design Psychology based on humanization. The learning method includes observing, investigating, brainstorming, conceptual creating, and hands-on prototype making. The readings series including Ergonomic Study, Design Psychology by Donald Norman, Gestalt Psychology, etc., at last students will have an opportunity to apply theory into one product. Students will be evaluated based on the depth of insights shown from assignments, the participation, and the final project.

◆ SAMPLE COURSE DESCRIPTION 2

TLAD 102 Exploring Design Thinking in Community

3 Credits Instructor: Hanbing Ren

Studio Meeting Location: TLAD Classroom, RISD

Wintersession Wed, Thurs, Fri 1:00 pm to 6:00 pm

Level: Undergraduate

Non-major elective, Open to all majors.

Prerequisite: TLAD101. This course is a prerequisite for TLAD103

Fee: \$100

Designers have the responsibility to make effort on social change and shed light on potential needs and problems around us. To enhance what we have learned about Design Thinking, we start from making real change in our community. In this course students explore and research on several potential problems. through this investigation, students get deeper comprehension about creative thinking and design psychology

This course provides students examples of how to apply design thinking into problem-solving. Students can work in cross-disciplinary team and develop their projects within five steps: research, define, ideate, prototype, and reflect. Projects will be evaluated based on the depth of insights shown in research report, topic value, overall completeness, positive influence, aesthetic connotation and final presentation.



SAMPLE COURSE DESCRIPTION 3

TLAD 103 To Be an Artrepreneur

3 Credits Instructor: Hanbing Ren

Studio Meeting Location: TLAD Classroom, RISD

Spring Wed 1:00 pm to 6:00 pm

Level: Senior undergraduate/ Graduate

Non-major elective, Open to all majors.

Prerequisite: TLAD101 or TLAD102

Estimated Fee: \$100-\$300

If we say college is an ivory tower, then combining art and future career becomes an important challenge which evaluates whether students have the ability and confidence to face the real world after graduation. Now it's time to utilize all theories you learned and start to design your own career as an artist or a designer! Students are required to research on one specific need in our life or in art market with the aid of design thinking, then they can get preparations of design + marketing and gain practical experience in real life.

The students are required to participate in the whole entrepreneurship design process from a business standpoint. Methods of observing, understanding, orientating, defining, ideating, visualizing, evaluating, prototyping, testing, feedback—analyzing, marketing and iterating will be utilized. In addition, specialists will be invited to share successful business design and offer help in connecting to the market. The project will be an opportunity for students to engage in diverse collaborations. The evaluation standard will include integrity of process, rationality of problem solving method and the profound significance of the society.



SYLLABUS

COURSE DESCRIPTION

TLAD 103 To Be an Artpreneur

3 Credits Instructor: Hanbing Ren

Studio Meeting Location: TLAD Classroom, RISD

Spring Wed 1:00 pm to 6:00 pm

Level: Senior undergraduate/ Graduate

Non-major elective, Open to all majors.

Prerequisite: TLAD101 or TLAD102

Estimated Fee: \$100-\$300

If we say college is an ivory tower, then combining art and future career becomes an important challenge which evaluates whether students have the ability and confidence to face the real world after graduation. Now it's time to utilize all theories you learned and start to design your own career as an artist or a designer! Students are required to research on one specific need in our life or in art market with the aid of design thinking, then they can get preparations of design + marketing and gain practical experience in real life.

The students are required to participate in the whole entrepreneurship design process from a business standpoint. Methods of observing, understanding, orientating, defining, ideating, visualizing, evaluating, prototyping, testing, feedback-analyzing, marketing and iterating will be utilized. In addition, specialists will be invited to share successful business design and offer help in connecting to the market. The project will be an opportunity for students to engage in diverse collaborations. The evaluation standard will include integrity of process, rationality of problem solving method and the profound significance of the society.



SYLLABUS

COURSE GOALS

To **develop** a sound understanding of creative thinking and design psychology.

To **pay close attention** to contemporary issues and get deeper understanding about how design can aid.

To **have a better connection** with community and society. Get awareness about the potential problems and put into business concepts.

To successfully **transit** from thinking about a single product or a single piece of art to thinking in a larger context in a commercial standpoint.

To **cultivate** both skill as well as logical thinking in structuring business plan and other assistive information combining aesthetics and logic.

To **upcycle** processes based on useful suggestions and feedbacks after testing.

COURSE LEARNING OUTCOMES

A solid comprehension and **conceptual growth** of the design psychology and business design, (10%)

An **advanced ability** to explore the potential design opportunities through observation and investigation (20%)

A **series** of finely presented projects that clearly illustrates the step-by-step learning and researching processes. (40%)

Production of a **final project** with business plan. (30%)

◆ SYLLABUS

ASSIGNMENTS

1. **Weekly Observation** (Individual Work)

Students are supposed to make weekly news/books observation and share to class with 5-minute talk.

2. **Research Report** (Individual Work)

Write about a research report describe your three-week investigation. Including the background of your research, the problem/need you found, the status quo in the field of solving this problem.

3. **Feasibility Report** (Individual Work)

To inquire the feasibility of the project, you need to make surveys, experiments, personal analysis with real customers/users. Then write a feasibility study report tells how much your designed business plan can help. Think about how to clarify the effectiveness and validity of your plan.

4. **Business Plan** (Group Work)

After the midterm, students are going to select several most feasible plans and make team with 1-3 other classmates to write the formal business plan. The content including the business model canvas, user persona, process map and visual coherent design.

5. **Prototyping** (Group Work)

Students are supposed to realize part of business plan in 2-3 weeks facing to small group of users. Visualizing this process and then document the feedback form real customers.

6. **Final Project & Presentation** (Group Work)

Based on testing and feedback, a reflective report will be made to show how to iterate for the business plan. The final project should include all the processes you have done and one of the group's member should make the presentation on behalf of the whole group.

SYLLABUS

GRADING STRUCTURE (100 POINTS)

Attendance and Participation: 10 points

Assignments #1: 20 points

Assignments #2 - #5: 10 points for each, 40 in total

Final Project: 20 points

ASSESSMENT

1. Assignments: Also, students will be given 2 individual assignments in the first half of the semester, and 2 group assignments plus a final project in the second half of the semester. Advanced students should actively participate, make great effort and show their understanding of the learning content. (40%)
2. Observation: There will be a weekly 5-minute talk about this week observation of relevant news or readings. After demonstrations or classmate's presentations, students will offer their comments and suggestions and partake in a class critique. Advanced students should present relevant and valuable documentation and share their inspiring insights and comments. (20%)
3. Final Project: There will be a class critic. The instructor will lead the critique in which they and fellow students constructively discuss each student's assignment, material and construction issues that arise, and suggest ways in which the issues could be addressed. Advanced students should present relevant and valuable documentation and share their inspiring insights and comments. (30%)
4. Conceptual Growth: Students are supposed to show how do they generate ideas incorporate different concepts. Based on the pre-research, investigations and after- reflection. The depth and sophistication of concepts or ideas will be the parameter in the assessment.

SYLLABUS

METHODS

1. Weekly Observation: This assignment is aim to cultivate their critical thinking and the habit of observing through a new sight.
2. Readings: Required readings are assigned to class google drive. In class students will discuss what they think about these papers/books.
3. Individual Work: With independent studying and working, students get a better understanding of the content and in the same time help with their self-development.
4. Specialist Talk: A design/art entrepreneur will be invited to have a talk.
5. Field trip: A field trip to visit the Entrepreneurship Center.
6. Group Work: Group activities enable students to cooperate with each other and figure out how to integrate different disciplines to realize the business plan and what kind of materials and methods are used in order to facilitate.
7. Presentation: Students will create process presentations in class. Presentations will illustrate their understanding and learning ability.

◆ SYLLABUS

HEALTH & SAFETY

The Office of Student Affairs (located on the third floor of Carr House) serves as a general advocate for students need. studaff@risd.edu or 401-454-6600

Brittany Goodwin in Disability Services & Academic Support: bgoodwin@risd.edu or 401-709-8460

The Office of Social Equity and Inclusion, the Office of International Student Services both support for diversity and inclusion, see <https://sei.eird.edu>, <https://www.oiss.risd.edu>

Contact RISD's Title IX office if find gender-based discrimination, harassment, or violence: <http://titleix.risd.edu/>

MATERIALS

While this course requires the use of laptops the most often, there is no other materials required. Materials which students find necessary can be bought in RISD store or online.

RESOURCE & REFERENCE

This is a combination of reference texts. PDFs of required reading will be found on the class Google Drive.

Daniels, L. J. (2013). *The Graphic Designer's Business Survival Guide*. New York: AMACOM.

Knackstedt, M. V. (2013). *The interior design business handbook : a complete guide to profitability*. Hoboken, New Jersey : Wiley, [2013], ©2013.

Knackstedt, M. V. (2005). *The interior design business handbook : a complete guide to profitability*. Hoboken, N.J. : Wiley, c2005.

Granet, K. (2011). *The business of design: balancing creativity and profitability*. New York: Princeton Architectural Press.

Weaver, B. author. (2016). *Creative truth: start and build a profitable design business*.

◆ SYLLABUS

ATTENDANCE

1. Students must be in attentive attendance for all lectures, demonstrations, guest speakers, field trip, workshop, and critique sessions. Students are expected to arrive to class on time, and be present through the duration of the class.
2. Student are allowed one excused absence without penalty, each additional excused absence will lower the final grade. Students with 2 unexcused absences = fail. 3 x tardy = 1 unexcused absence.
3. Students should make arrangements with one other classmate to take notes if they plan to be absent.

CRITIQUE STATEMENT

Ideas borrowed from @threethousandblooms (tumblr)

- Be up front and honest about the things you do not know.
- Acknowledge the intrinsic value of others' knowledge bases, even if they do not seem important to you from institutional context.
- Do not feign mastery where you have none.
- Respect the gaps in others' knowledge bases.
- Be generous, not only with others but also with yourself.
- You overwork yourself at the risk of legitimizing a culture of overwork.
- Privilege voices and perspectives that have historically been left out of the academy.
- Support the progress of other scholars.
- Collaboration over competition.

SYLLABUS

COURSE ITINERARY

Week 1

Class Introduction

Description

Go over the syllabus, class protocol, introductions, and discussion.

Assignments

-5-minute this week observation.

-Create another 5-minute presentation of what your favorite design business is. Be prepared to share in the next class.

Think about what this business mode means in a wilder perspective.

Outcomes

-The relationship between design and business.

- Understand ing the meaning of business to people and to the society

Week 2

Design Business Critique

Description

Share the 10-minute presentation including weekly observation (5 mins) and favorite design business (5 mins) in class. Then discuss the critique about design business.

Assignments

-Find 5 good/ bad design business and explain the reason with your comprehension. Be prepared to share in class next week.

-5-minute this week observation.

Outcomes

Assessment of a successful or frustrated business.



SYLLABUS

COURSE ITINERARY

Week 3

Guest Talk

Description

Students share presentation of good/ bad design business followed by discussions. Guest speaker talks about “Designing for Design Business”.

Assignments

- Summarize the big ideas you agree/disagree with the guest specialist. (Informal notes)
- Research on a company or an institution you like and find the entrepreneurial story of it. (5-minute presentation)
- 5-minute this week observation.

Outcomes

- Understanding of the relationship between design and business.

Week 4

Field Trip

Description

A field trip to visit the Entrepreneurship Center.

Assignments

- Document what you saw and thought while undergoing this field trip. Write an observation report about the visit interpreting what impressed you most.
- 5-minute this week observation.

Outcomes

- Awareness about a real existing star-up design business.
- Correct evaluation of the risks and benefits for their desired field.



SYLLABUS

COURSE ITINERARY

Week 5

Brainstorming+ Demand
Analysis

Description

Brainstorming in a group work for finding the demand in different perspectives. Presentations and class discussion.

Assignments

- A Research Report states your idea after the brainstorming exercise and deepen it based on discussion and in-depth investigation.
- 5-minute this week observation.

Outcomes

- Comparisons of the demands of different perspectives.
- Through brainstorming, students get inspiration about directions to strengthen their advantage and dedicate their passion.

Week 6

Feasibility Study

Description

Sharing the assignments written in last week. Lecture on Demand Analysis and Feasibility Study.

Assignments

- Create your Feasibility Study. (still individual work)
- 5-minute this week observation.

Outcomes

- Assessment of the validity of a(an) design/art business.
- A Feasibility Study.

SYLLABUS

COURSE ITINERARY

Week 7

User Persona+ Process Map

Description

From this week on, we are going to make groups(2-4students) and start team work till the last week. In the lecture, we will cover two business planning methods: User Persona and Process Map to help advance the process.

Assignments

- Group assembling.
- A user persona. (One for each group)
- A Process Map. (One for each group)

Outcomes

- Cooperation capacity.
- Creation of a user persona and a process map for the whole group..
- Critical analysis of the success of the plan by these two strategies.
- Through brainstorming, students get inspiration about directions to strengthen their advantage and dedicate their passion.

Week 8

Business Model Canvas

Description

One more step! To complete a more comprehensive business plan with 'drawing' a business model canvas.

Assignments

- Create your business model canvas.
- Finishing a Business Plan.
- Prepare for next week presentation in class. (10 mins)

Outcomes

- A complete detailed business plan.
- A great sense of important elements in art/design business.



SYLLABUS

COURSE ITINERARY

Week 9

Prototype

Description

Each group has a presentation on the business plan. Then a workshop on how to build a prototype will be given.

Assignments

-Build a prototype.

Outcomes

-Application or transformation of theory into practice of your art/design business plan.

Week 10

Testing & Getting
Feedback from Users

Description

In this week, students are going to face real customers and test their prototype, by collecting the feedback from users or buyers, they are writing the final section of the program report about the possible iteration. Prepare these report for next week individual meeting.

Assignments

-Testing & Feedback Collecting

-Program report

Outcomes

-Comprehending the last process of planning a business model—testing.

-Awareness of the reactions from the real customers.



SYLLABUS

COURSE ITINERARY

Week 11

Prototype

Description

In this class, instructor will give each group half an hour for individual meeting to debug the problem and help with the visual coherency in the final report.

Assignments

- Debug the problems and revise the details.
- Build the final class project report.
- Prepare for the final presentation.

Outcomes

- The finely resolved project report.

Week 12

Final Presentations
& Critic

Description

Presentation and class critique for final projects.

Congratulations!

◆ CLASS PROJECT

Assignment- Mapping Your Business Plan

Work in groups (2-4 students), carefully take all the mentioned elements in to consider and design a business plan including user persona, process map, visual coherent design and business model canvas. (Group Work)

Description

A successful business needs both good plan and good luck, now that we are not able to control how much luck we can acquire, we can start from structuring a good plan for it. The fear of unknown risks and the fear of failure are the excuses to stop us from trying. But a good plan helps us to correctly predict the risks and learn from possible failure. So, let's manage a beautiful business plan and clarify every basic detail!

After this class, we can sketch out new business ideas or visualize existing businesses by structuring their art/design+ market thinking. Through these strategies, we are also able to operate a better conversation between imagination and reality, between you and your audiences.

Goals

1. To achieve a comprehensive understanding of the importance of making a business plan in art/design entrepreneurship.
2. Through these mentioned processes, to learn how to make a real business plan putting theory into practice.
3. To gain a better idea about where are and how to avoid the risks of a business.
4. To Learn and collaborate from each other and consistently revise your business plan.



CLASS PROJECT

Outcomes

1. Business Plan (Including a user persona, a business model canvas, a process map, and texts interpretation) (70%)
3. Visual design-- Aim at making business plan a prettier and more readable one. (10%)
5. An deep understanding of detail elements in the business plan. (20%)

Methods

1. Introduction. Introduce the way to make user persona, process map, visual coherent design and business model canvas.
2. Team work. Students share out the work and cooperate with each other to finish the integrated version.
3. Presentation. Team leaders hold the presentation representing the whole group, to explain their project.
4. Peer review. Classmates give their suggestions and comments towards their presentation, which benefits them for revising till the final version.

Assessment

This assignment is worth 10 points of the overall course grade. And influence the 25 points final project.

Basic competency:

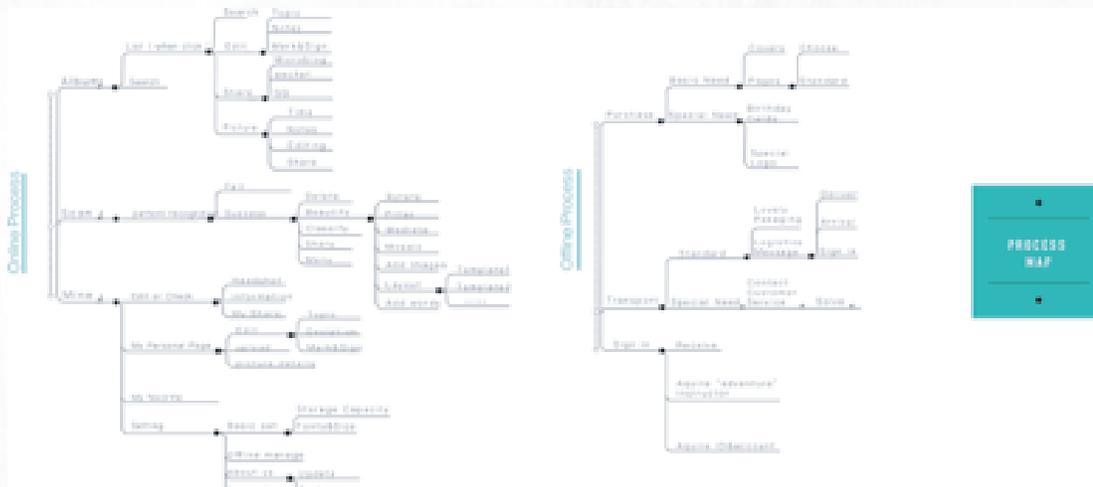
- All elements are completed.
- Shared to the class and engaged in others' presentations.

Advanced competency:

- All elements are completed with thoughtful logical thinking and extra effort is apparent.
- Information should be comprehensive, organized and beautifully presented.
- Shared to class with clear presentation and explanation.

CLASS PROJECT

VISUAL REFERENCE



MID-TERM FEEDBACK FORM

TLAD103 - **To Be an Artrepreneur**

Mid-term Feedback Form

Congratulations!

After the first half semester, you have already done a lot of work, including all the individual assignments! Before we start the team work, let's look back to our learning experience and think about the problem and success you met in the process.

Please fulfill the feedback form sincerely. Hope we can do better together from now to the end of the semester.

Course Goals

- To develop a sound understanding of creative thinking and design psychology.
- To pay close attention to contemporary issues and get deeper understanding about how design can aid.
- To have a better connecting with community and society. Get awareness about the potential problems and put into business concepts.
- To successfully transit from thinking about a single product or a single piece of art to thinking in a larger context in a commercial standpoint.
- To be skillful in structuring business plan and other assistive information combining aesthetics and logic.
- To upcycle process based on useful suggestions and feedbacks after testing.



MID-TERM FEEDBACK FORM

Please circle the number to rank these statements based on your own learning condition.

Statements	Not at all	Poorly	OK	Good	Excelent
I find the class content interesting and engaging.	1	2	3	4	5
I have a clear sense of the goals of the course.	1	2	3	4	5
The assignments are challenging.	1	2	3	4	5
After done my assignments I have a better comprehension about the course.	1	2	3	4	5
The instructor makes clear concepts and organized lectures.	1	2	3	4	5
Discussion in this class have been effective and valuable.	1	2	3	4	5

Open-ended Questions

- What is the most helpful and important thing you have learned in this course?
What is the reason for you to choose this course?
- How do you think about the assignments? Too easy? Too challenge? Time-consuming?
- How do you feel about the fixed weekly observation assignment?
- What are the problems you have met in this course?

(Please list any other comments on the back of this sheet. Thank you!)



GRADING RUBRIC

<p>Assignment Specifications</p> <p>4 * 10' = 40'</p>	<p>-Archived all specific requirements of assignment.</p> <p>-The idea is original and profound.</p> <p>-Showed a thoughtful and correlated response.</p> <p>8' - 10'</p>	<p>-Archived most requirements of assignment.</p> <p>-Idea is original but need stronger connection and deeper significance.</p> <p>-Showed a correlated response.</p> <p>6' - 8'</p>	<p>-Archived only basic requirements of assignment.</p> <p>-Idea is not very original and need greater clarity and connection.</p> <p>-Not strongly correlated response.</p> <p>3' - 6'</p>	<p>-Archived little requirements or did not turn in the assignment</p> <p>-Plagiarism.</p> <p>-No correlation between response and class.</p> <p>0' - 3'</p>
<p>Final Project Proficiency</p> <p>30'</p>	<p>-Showed mastery in the use of diverse analysis tools and techniques.</p> <p>-Actively represented all group members to share the teamwork.</p> <p>8' - 10'</p>	<p>-Showed a good command of the analysis tools and techniques.</p> <p>-Participated at least once to represent all group to share the teamwork.</p> <p>6' - 8'</p>	<p>-Showed some command of the analysis tools and techniques.</p> <p>-Passively participated in sharing the teamwork.</p> <p>3' - 6'</p>	<p>-Showed little command of analysis tools and techniques.</p> <p>-Did not participate in share the team work.</p> <p>0' - 3'</p>



GRADING RUBRIC

<p>Assignment Specifications</p> <p>4 * 10' = 40'</p>	<p>-Showed every concept with outstanding depth and a high degree of sophistication.</p> <p>-Always give the creative insights and inspiring questions.</p> <p>8' - 10'</p>	<p>-Showed every concept with good depth and sophistication.</p> <p>-Sometimes give the creative insights and inspiring questions.</p> <p>6' - 8'</p>	<p>-Showed some concept with cliché or stereotype.</p> <p>-Give little perspective or some basic questions.</p> <p>3' - 6'</p>	<p>-Without offering any concept.</p> <p>-Give no comments, insights, questions.</p> <p>0' - 3'</p>
<p>Attendancy & Participation</p> <p>10'</p>	<p>-Always on time for class.</p> <p>-Willing to share the finished work to class.</p> <p>-Actively engaged in class discussion by offering relevant and respectful feedback.</p> <p>8' - 10'</p>	<p>-Mostly on time for class except reasonable late/absence.</p> <p>-Prepared to share their work.</p> <p>-Participated in some class discussion and make feedback to some students</p> <p>6' - 8'</p>	<p>-Not always on time or with 3 or less absent.</p> <p>-Not prepared enough to share their work.</p> <p>-Minimally engaged in discussion or did not offer relevant feedback.</p> <p>3' - 6'</p>	<p>-Always late or with 4 or more absent for class.</p> <p>-Not prepared at all about sharing their work.</p> <p>- Not contributed to discussion, no feedback or offer disrespectful feedback.</p> <p>0' - 3'</p>

THANK YOU!

RISD-TLAD-H.REN