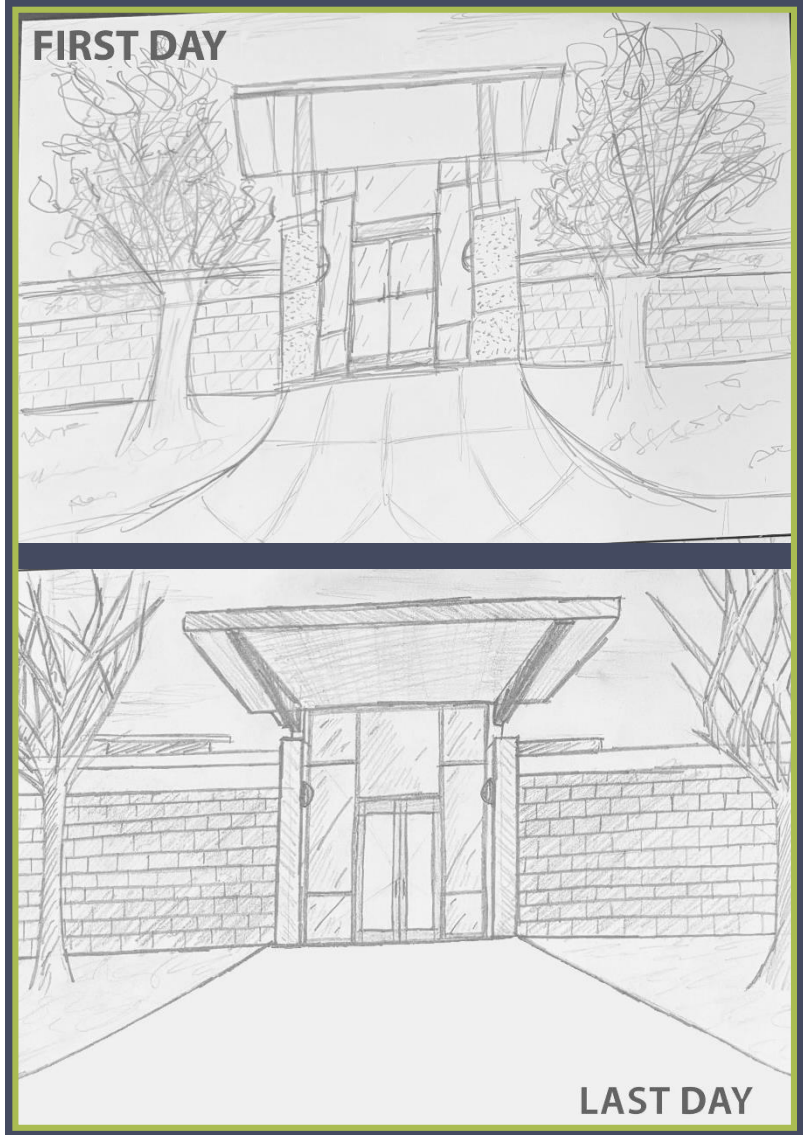
What Remained to Be Explained? Student-Feedback in a Sketching Course

2024 Teaching & Learning Symposium, Illinois State University, Elke Altenburger & Poornima Mankame

Student Work



1 excellent

2 good

3 weak

Context of the Problem

fashionillustrationtribe.com
https://fashionillustrationtribe.com › cant-draw-want-t...

What if you CAN'T DRAW and want to design?

DRAWING from reality /observation is a key boost for anyone who can't **draw**, and wants to **design** fashion. There is no substitute for getting down and just ...

Medium · Irina Pfenning
4 likes · 4 years ago

Design Thinking = Visual Thinking (don't be afraid to draw!)

Design Thinking = Visual Thinking (don't be **afraid to draw**!) by Irina Pfenning | sovanta — **Design** Lab | Medium.

Reddit · r/Design
20+ comments · 12 years ago

I am a design student who is incapable of drawing. Need ...

Also don't be **afraid** of **drawing** on a nice paper. It's just paper and it will be useless if you don't **draw** on it. **Draw** everyday and everything.

Instructional Intend

Investigation of instructional strategies intended to relax students' sketch inhibition.

The goal was to create a **relaxed course culture** in a hybrid learning environment that supports both formal skill building, and informal sketching practice.

Instructional Approach

Hybrid Approach to teaching 3D sketching skills:

1. Skill Building: Studio Based Activities

- Presentations
- Skill-modeling (document camera)
- Formal studio-based assignments to develop basic skills
- Opportunity to create guided, time consuming, flawless, safe, results

2. Skill Application: Travel Sketches

- Informal learning environment
- Informal practice
- Relevant subjects (buildings, furniture, people, plants)
- Low-stake course component
- Representing messy process of learning a 10000-hour skill

Feedback and Assessment Loop

- Variety of assessments
- Range of formative assessments
  - Teachers
    - helps faculty recognize where students are struggling and address problems immediately
  - Students
    - helps students identify their strengths and weaknesses and target areas that need work

Conceptual Framework

Feedback and Assessment Loop

Students give feedback to students

- Self assessment
  - Survey at the start of semester
  - Weekly exist tickets
- Peer evaluations in groups
  - Verbal weekly review of homework sketches
- Peer evaluations in pairs
  - Written and verbal in response to prompts

Students give feedback to instructor

- Weekly exit tickets
  - What remains to be explained feedback
- 6-week student feedback
  - What should I stop doing?
  - What should I start doing/suggestions?
  - What should I keep doing?
- Mid semester chat with department chair
- 12-week student feedback
  - What should I stop doing?
  - What should I start doing/suggestions?
  - What should I keep doing?
- 16-week student course evaluations

Conceptual Framework

Feedback and Assessment Loop

Instructor gives feedback to students

- Individual desk crits
- Individual crits
- In response to submitted sketches
- Repeated skill modeling
- Grading rubrics
- One-on-one sit-down review

➢ Verbal during studio assignments
➢ Verbal during field trips
➢ Written on post-it notes, attached to sketches
➢ Document camera in response to quality of student work
➢ Conveying timely feedback
➢ Verbal during class time at instructors' desk

Recent Literature

Baker, A , Weisgrau, J , & Bristal Philyaw K (2022, May) Feedback loops: Mapping transformative interactions in education innovation. Digital Promise https://doi org/10 51388/20 500 12265/155

Carless, D. (2019). Feedback loops and the longer-term: towards feedback spirals. *Assessment & Evaluation in Higher Education*, *44*(5), 705-714. https://doi.org/10.1080/02602938.2018.1531108

Haughney, K., Wakeman, S., & Hart, L. (2020). Quality of Feedback in Higher Education: A Review of Literature. *Education Sciences*, *10*(3), 60. https://www.mdpi.com/2227-7102/10/3/60

Lipnevich, A. A., & Panadero, E. (2021). A review of feedback models and theories: Descriptions, definitions, and conclusions. Frontiers in Education

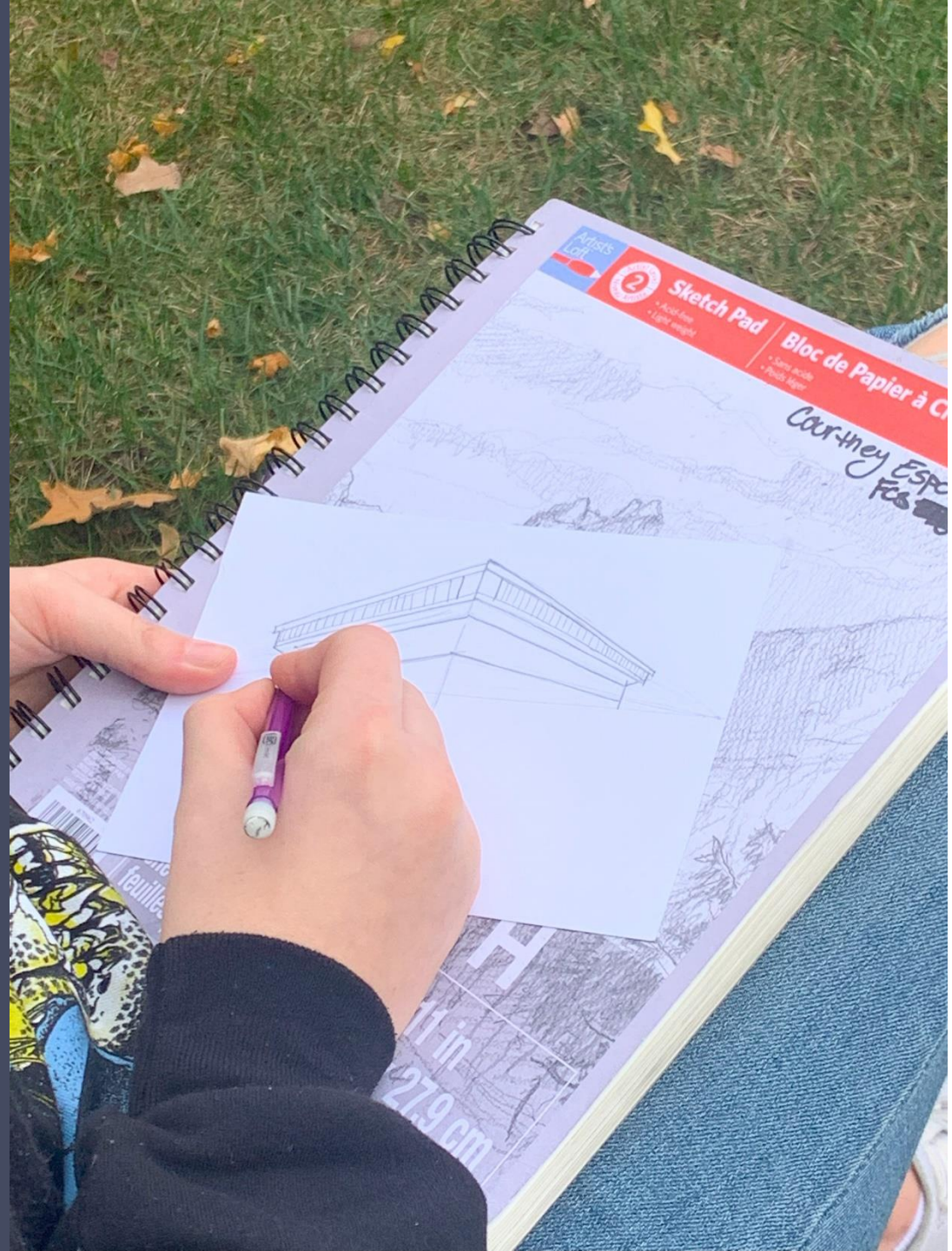
Pitt, E., & Carless, D. (2022). Signature feedback practices in the creative arts: integrating feedback within the curriculum. *Assessment & Evaluation in Higher Education*, *47*(6), 817-829. https://doi.org/10.1080/02602938.2021.1980769

Vo, H., & Asojo, A. (2021). Feedback in interior design studio and students' creativity. *Journal of Creativity*, *31*, 100009. https://doi.org/https://doi.org/10.1016/j.yjoc.2021.100009

Research Questions

How does the implementation of a constant and rich feedback loop effect students' skill development?

Research Questions



How do regular sketching field trips affect students' comfort levels with their slowly developing sketching skills?

Ethnographic Informer (undergraduate research assistant)

- Attended all class sessions (not for credit)
- Engaged in all class activities (with the exception of homework)
- Weekly research team meetings:
  - Reported about her own experiences during class time (from the perspective of a student who had attended the course prior to the curriculum changes)
  - Reported about the enrolled students and their experiences and perceptions
  - Asked questions about data collection proceedings (jottings)
  - Helped to come up with new strategies and new assignments to address student needs as we understood them in response to the constant feedback loop
  - Made suggestions for the purposeful selection of participants
  - Received mentoring on how to conduct effective interviews
- Recruited 8 participants for semi-structured interviews
- Conducted and recorded 8 interviews with students
- Distributed incentives ($15 gift cards)
- Invented the pseudonyms for the participating students

Methods_Researchers' Roles

Instructor

- Instructed all class sessions
- Provided all feedback to students
- Developed all instruments for the feedback and assessment loop
- Weekly research team meetings
  - Shared the feedback she had received
  - Shared the student work she had received
  - Asked for observers' input on new exercises and teaching / classroom management strategies in response to student feedback

Participant Observer (PI)

- Attended all but 2 class sessions
- Participated in numerous sketching exercises during class time
- Photographed class activities
- Weekly research team meetings
  - Peer debriefing
  - Adjustments to the research design (interview guide e.g.)
  - Suggestions for adjustments to instructional techniques
  - Mentoring

Methods

Data Sources

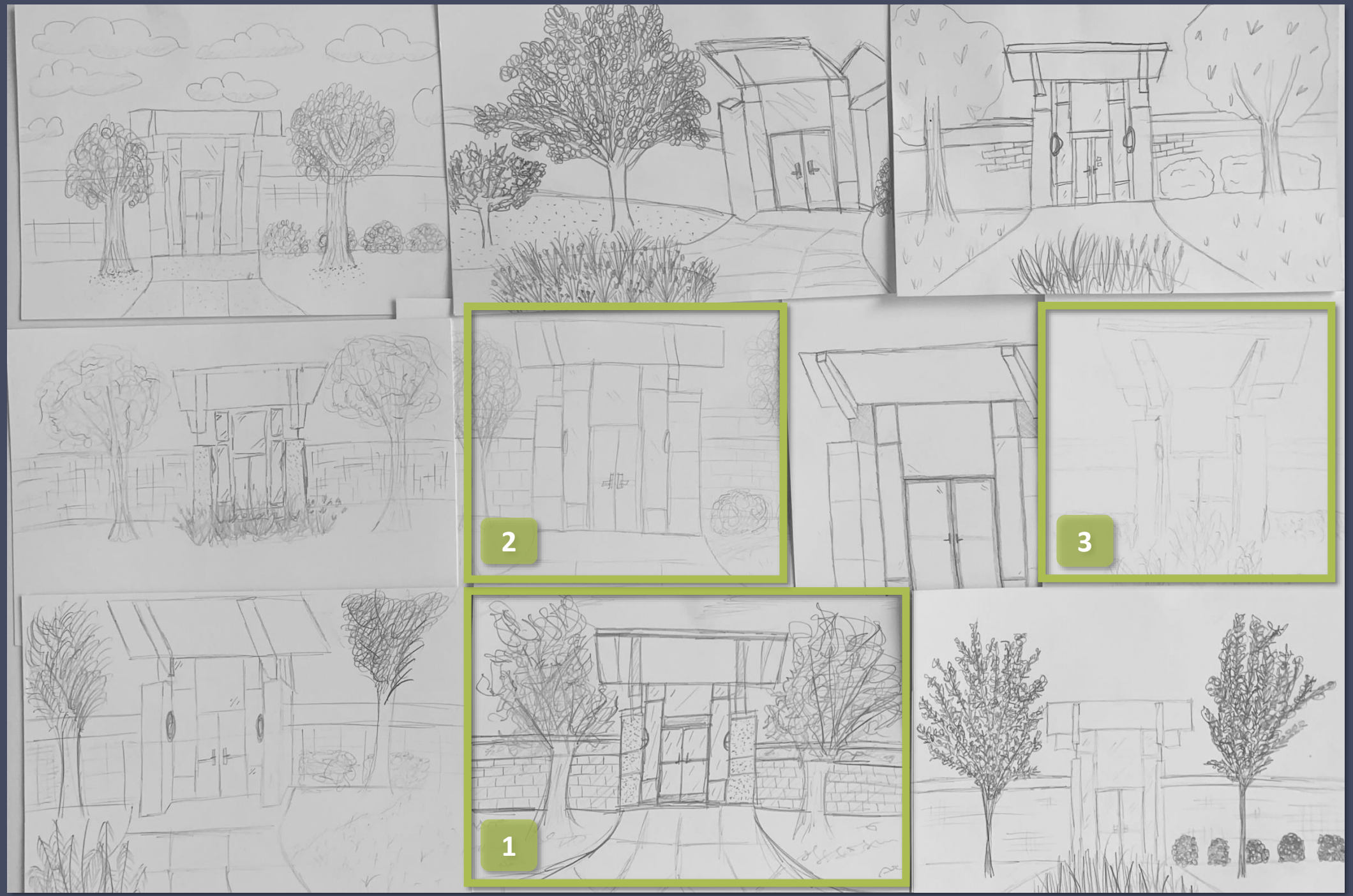
- Primary
  - Baseline data (student self assessment from day one)
  - Interview transcripts
  - Ethnographic informer
    - Reports
    - Jottings
  - Observations by PI
- Secondary
  - Constant written feedback from students
  - Student work

Data Analysis in Progress

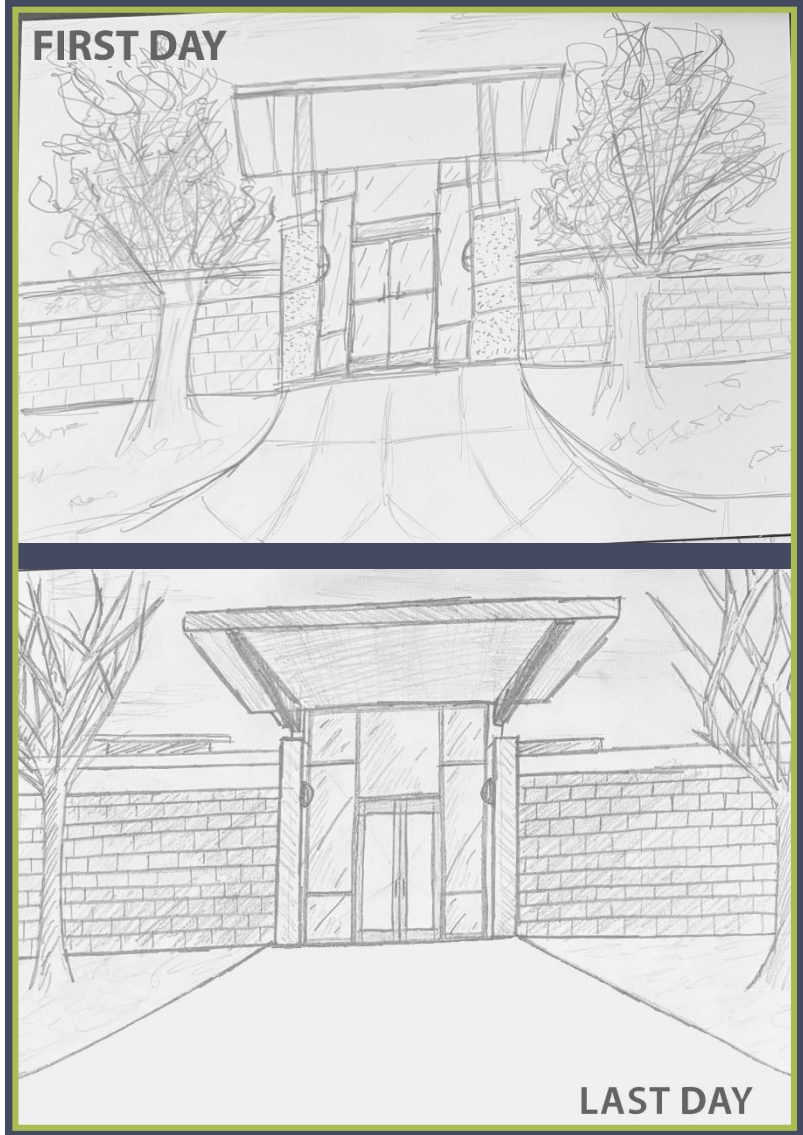
- Qualitative data analysis software (Dedoose)
- Interview transcripts
- **1. open coding phase completed**
- Theme development with focus on feedback loop

First Day of Class

First Day of Class



Student Work



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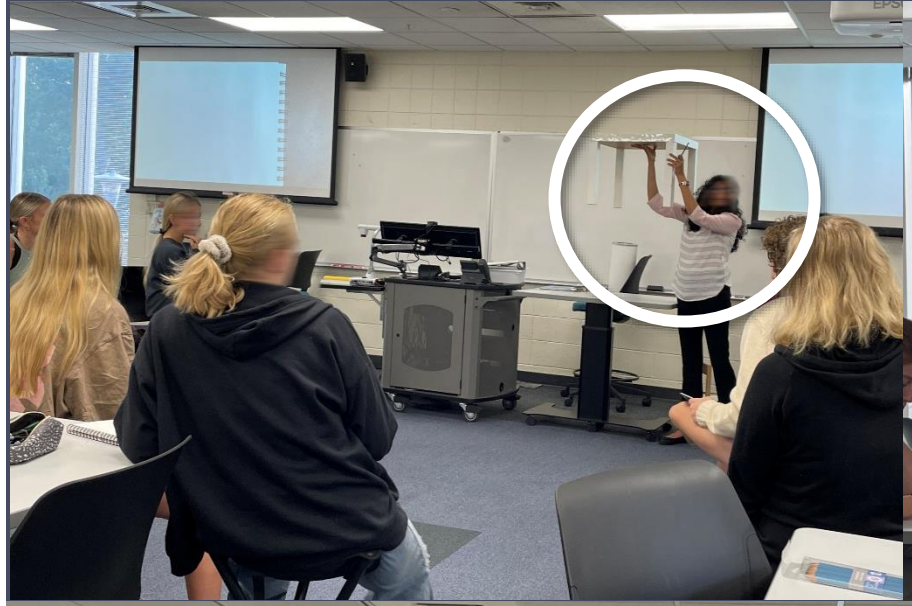
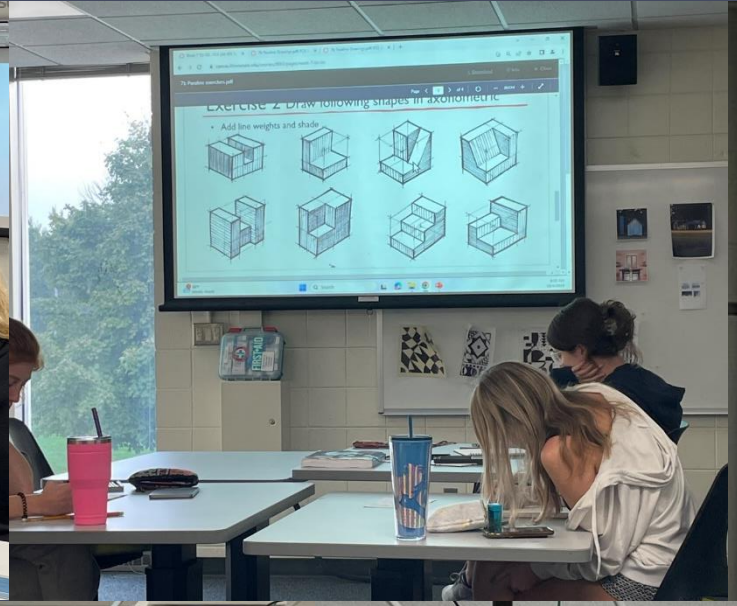
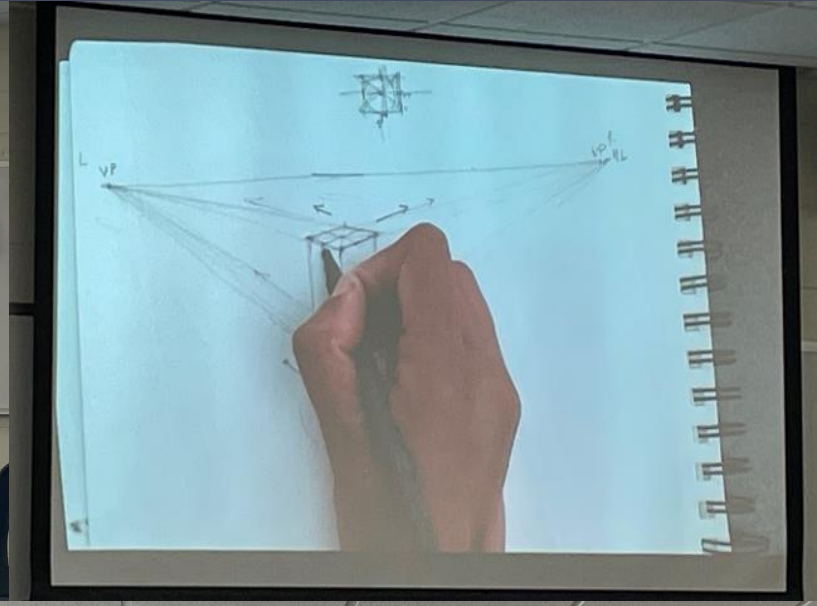
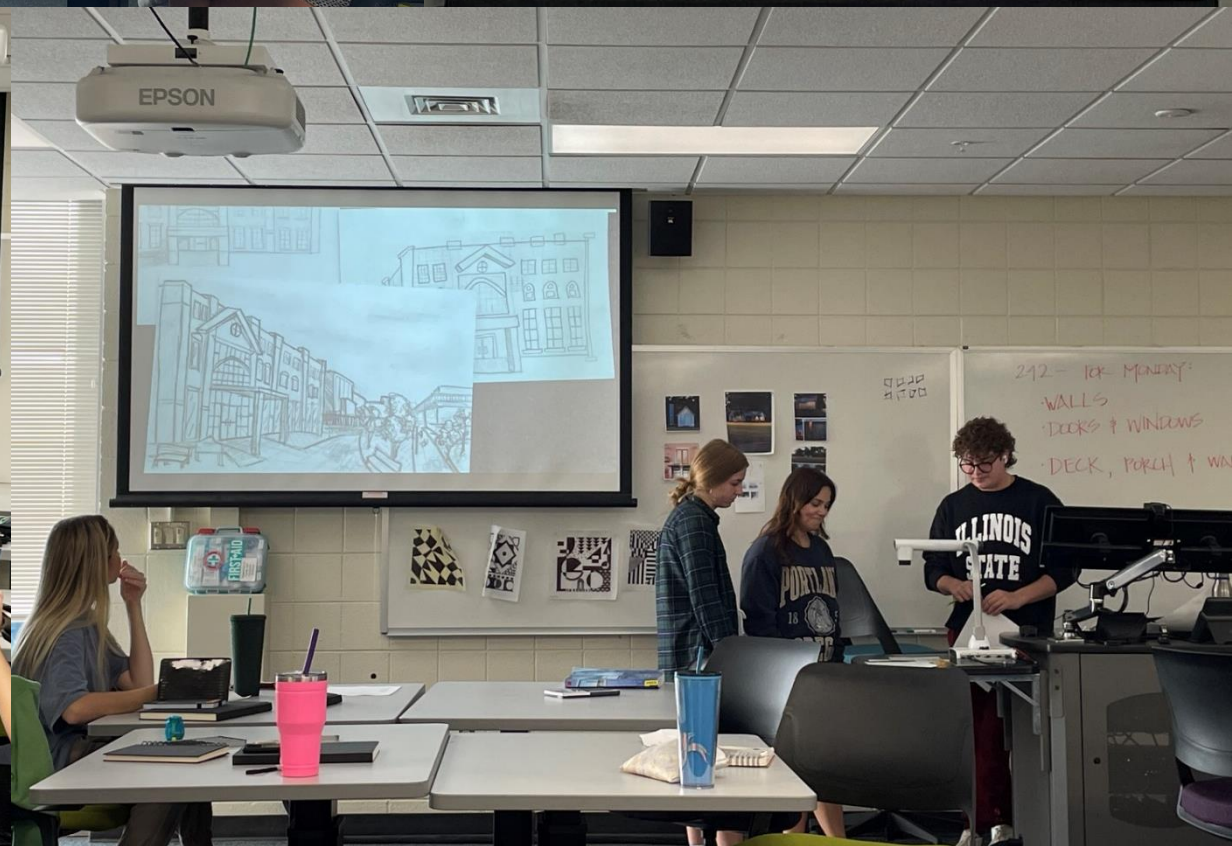
Skill Building_ Studio Based

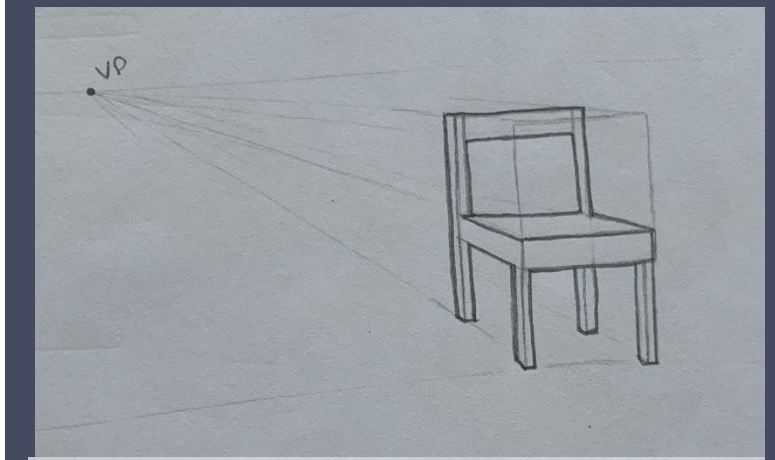


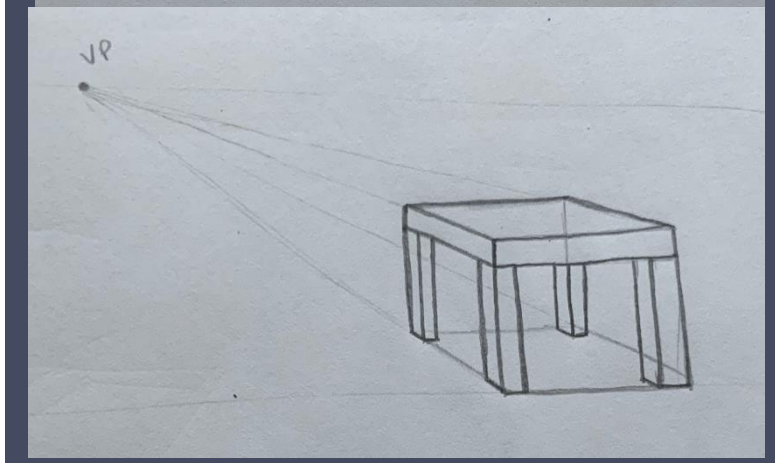




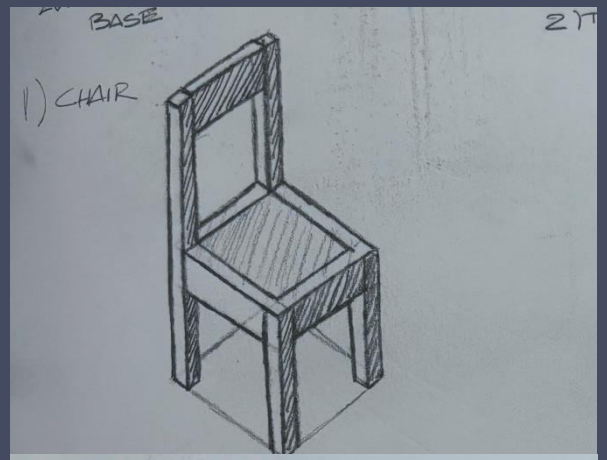


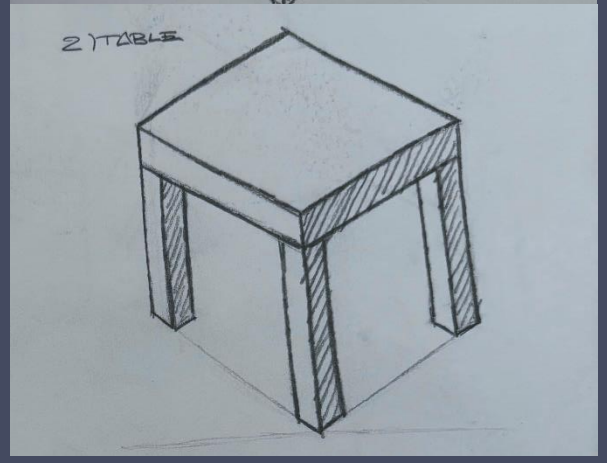
Skill Building_ Studio Based



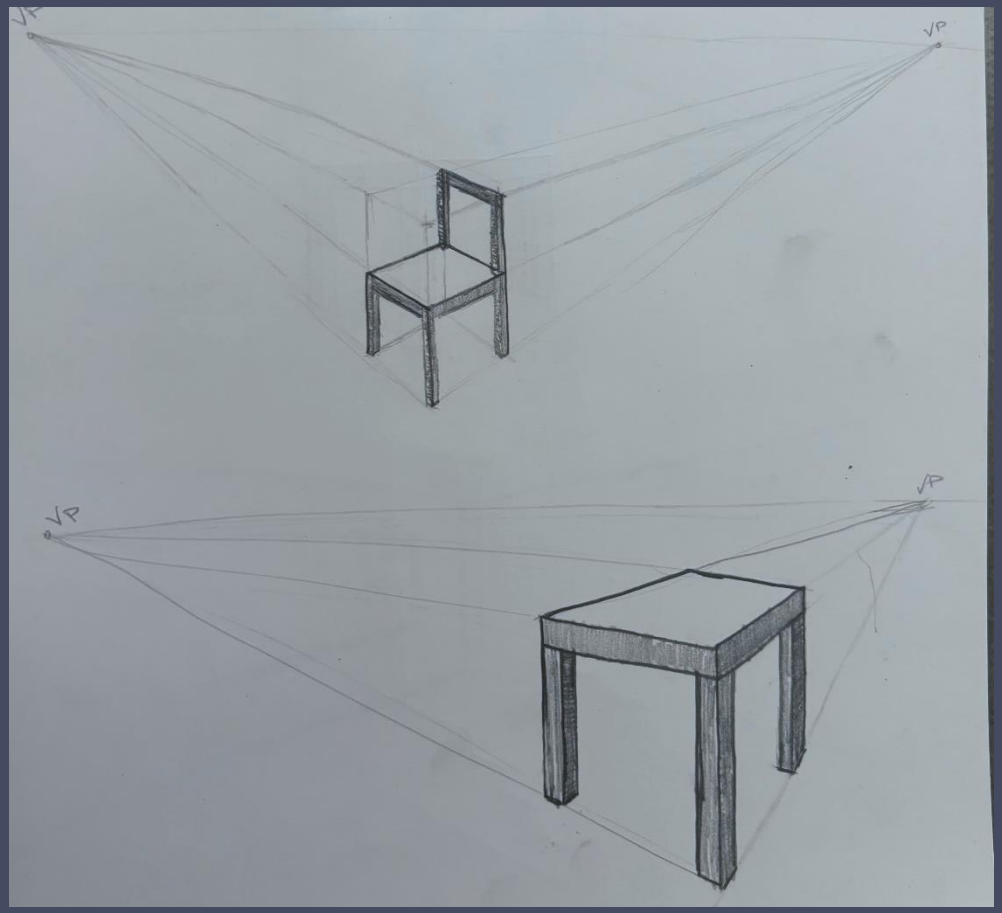


1-Point Perspective

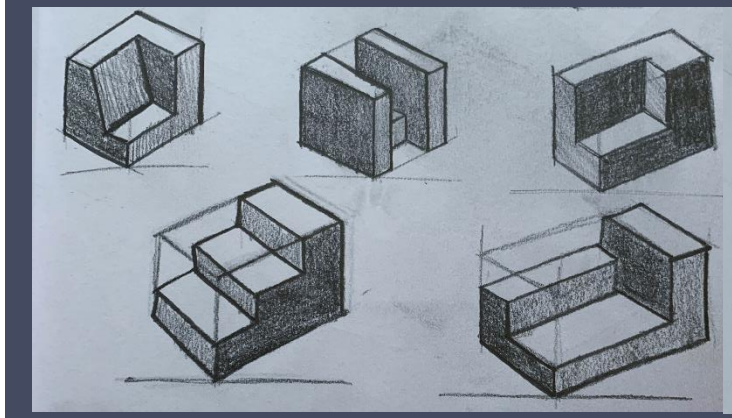


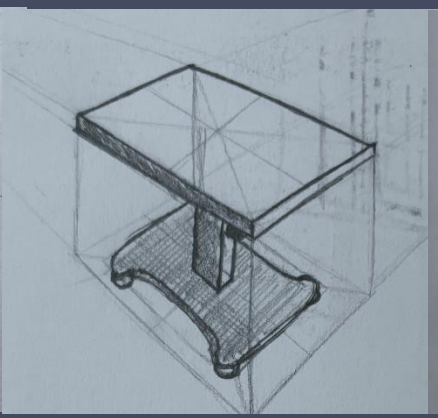


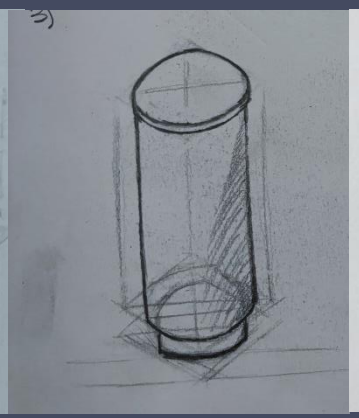
Axonometric Projection

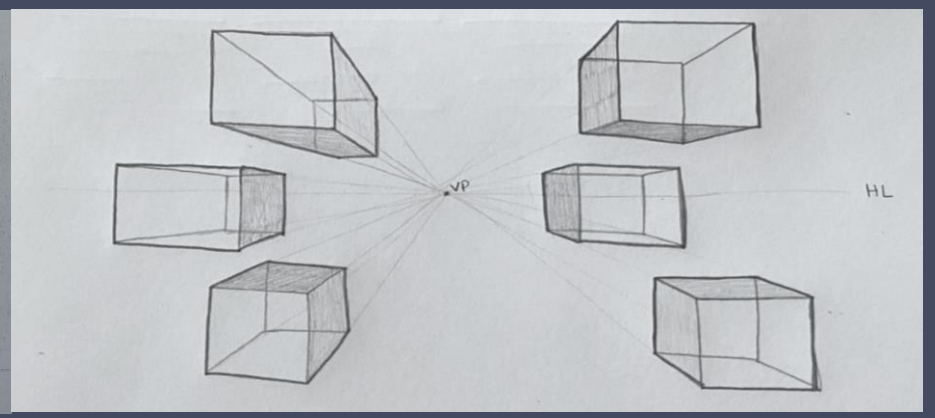


2-Point Perspective

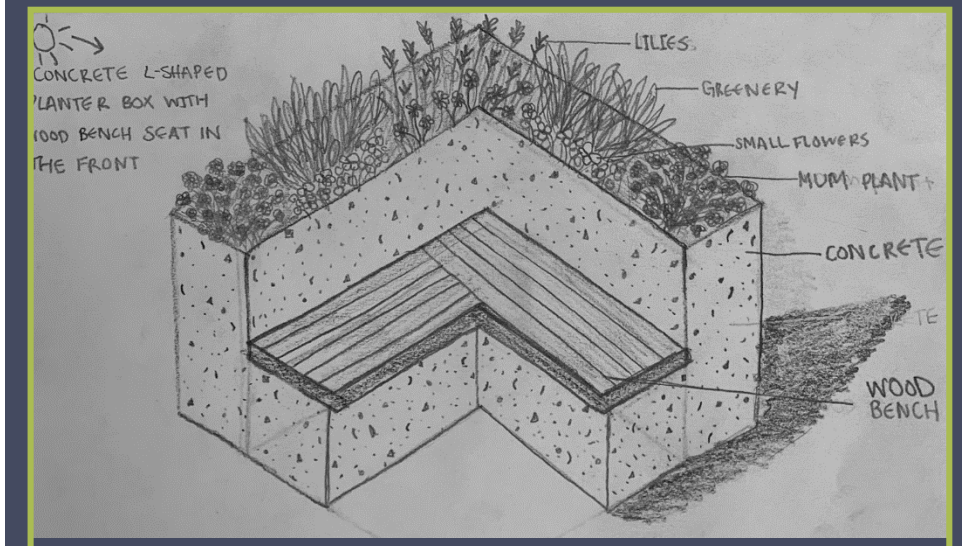


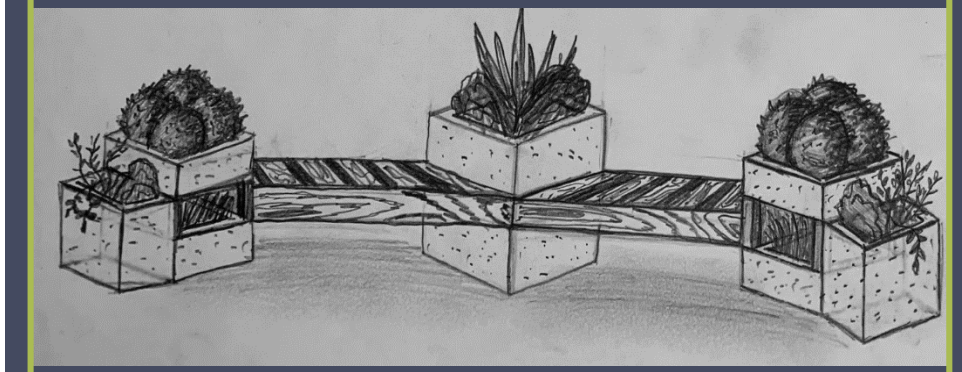


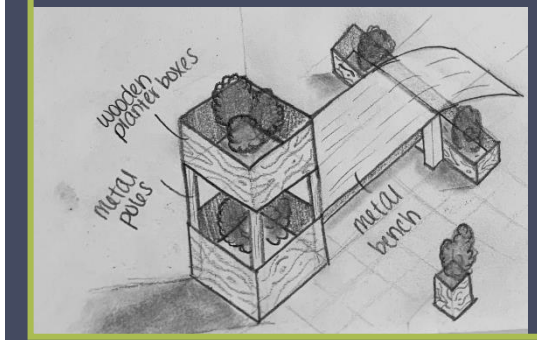


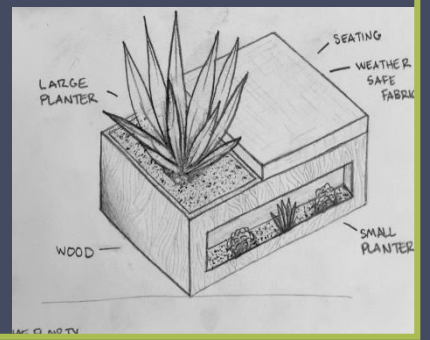


Skill Application_ Design Sketches

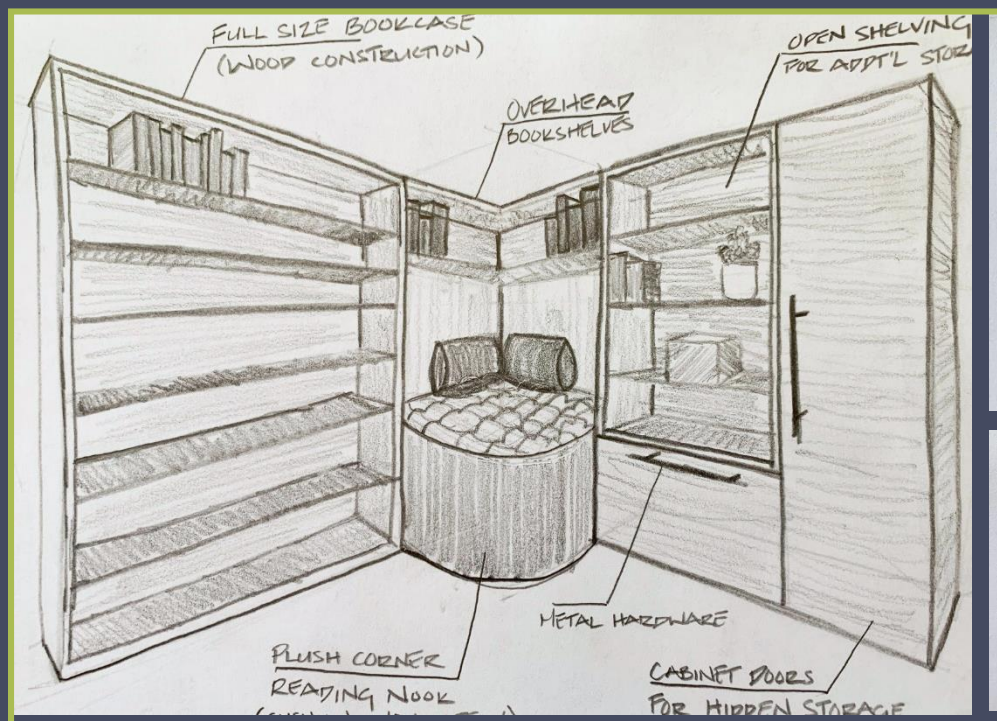


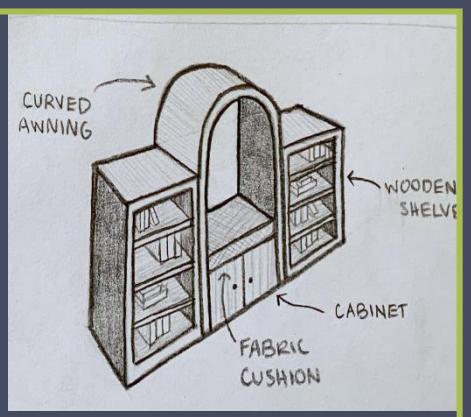


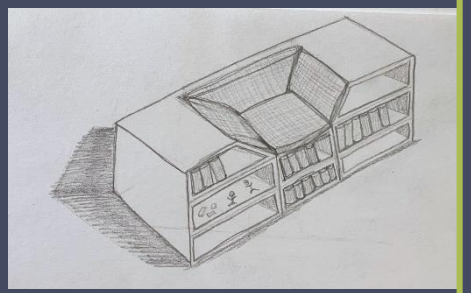


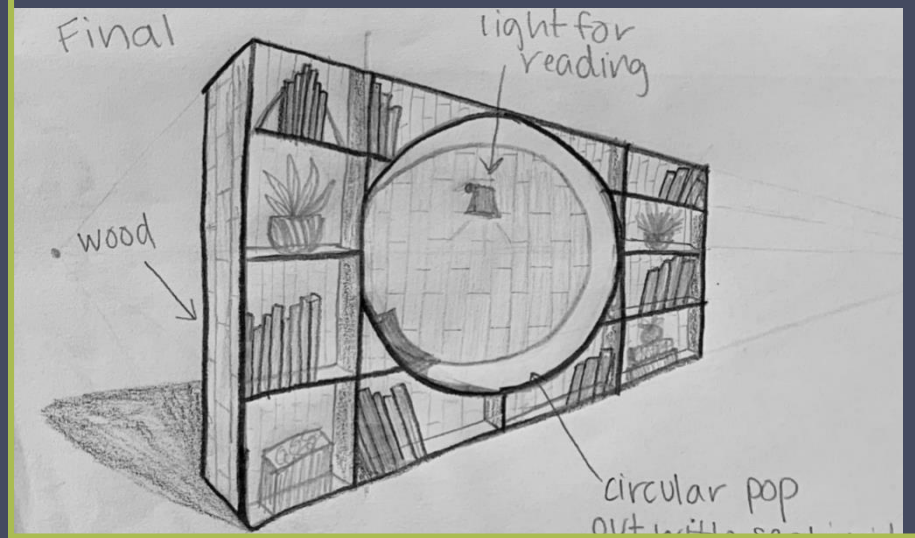


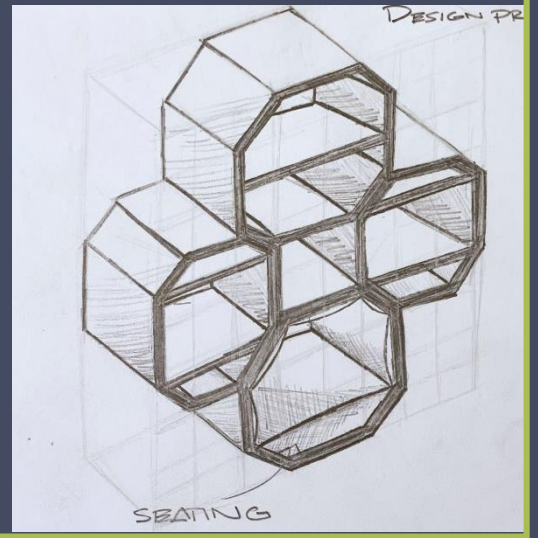
Planter Box Design Sketches







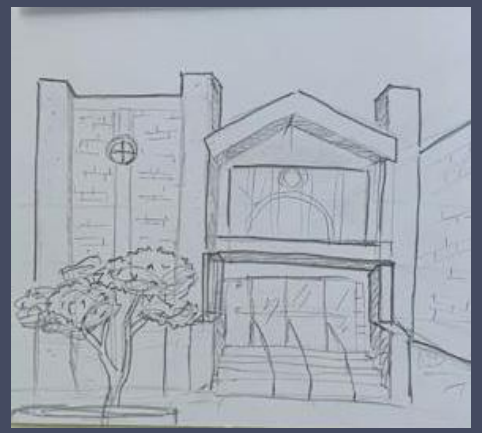


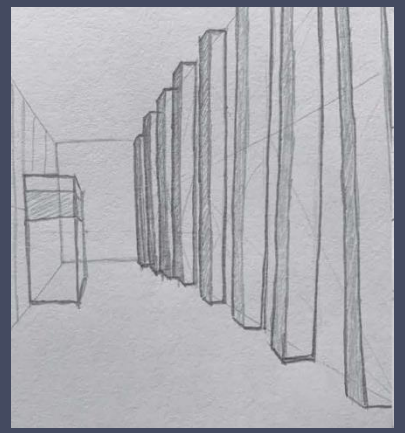


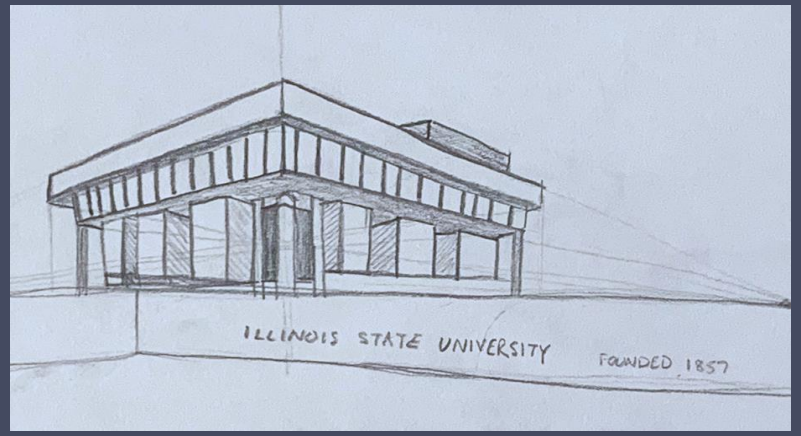
Furniture Design Sketches

Skill Application_ Travel Sketches

Skill Application_ Travel Sketches

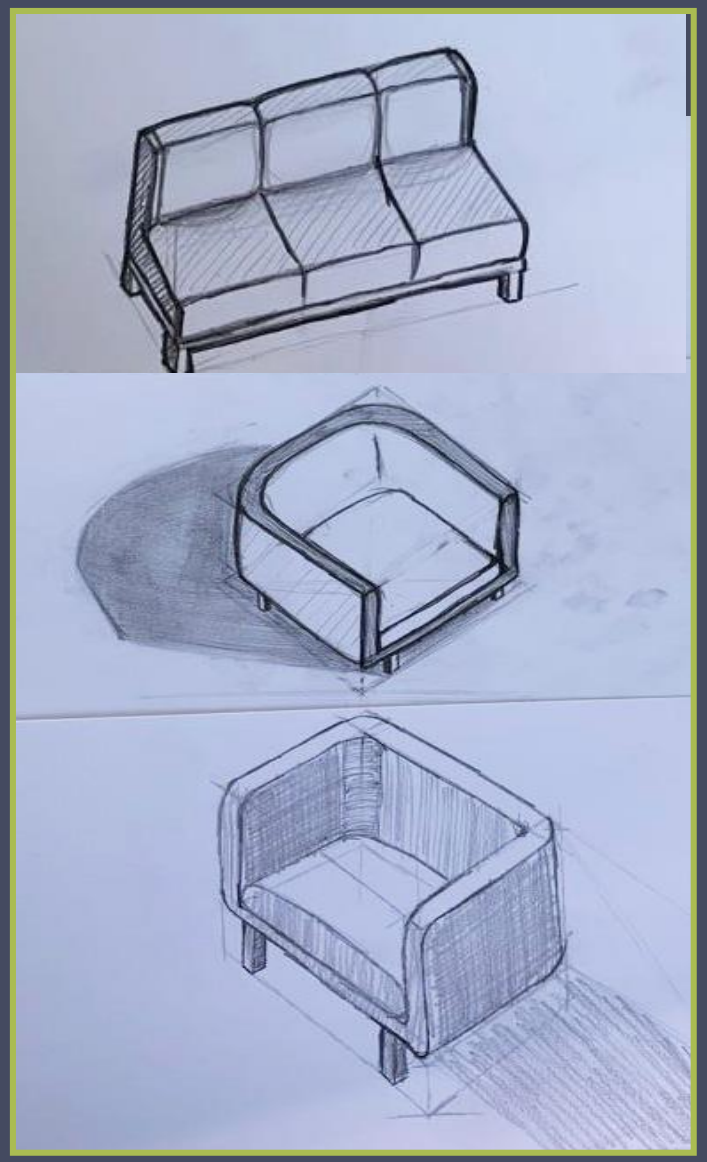




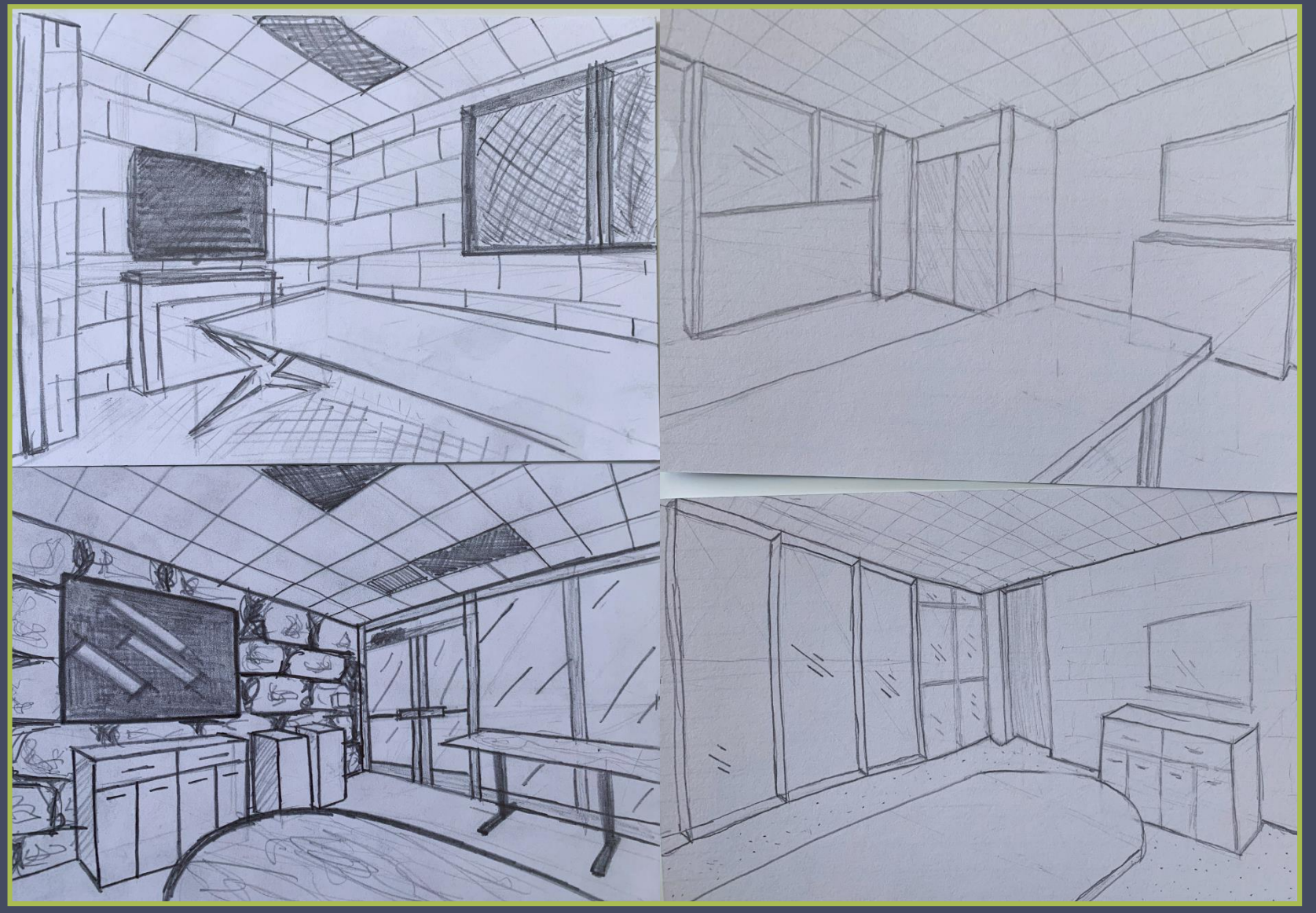


Building Sketches

Skill Application_ Travel Sketches

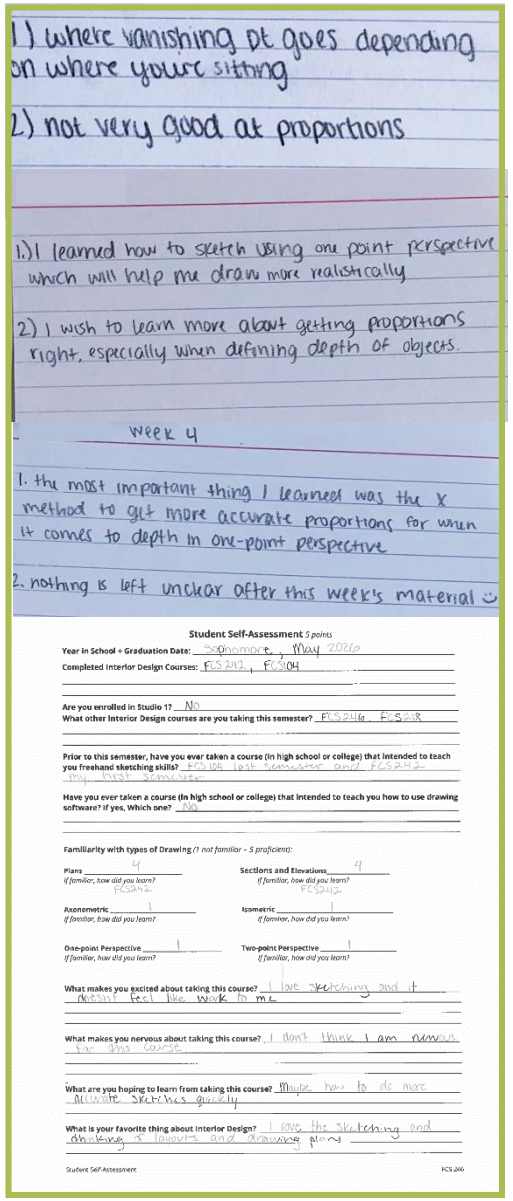


Furniture Sketches



Interior Sketches

Students' Feedback to Students



1) where vanishing pt goes depending on where youre sitting

2) not very good at proportions

1.) I learned how to sketch using one point perspective which will help me draw more realistically

2) I wish to learn more about getting proportions right, especially when defining depth of objects.

Week 4

1. the most important thing I learned was the X method to get more accurate proportions for when it comes to depth in one-point perspective

2. nothing is left unclear after this week's material ☺

Student Self-Assessment *5 points*

Year in School + Graduation Date: Sophomore, May 2026

Completed Interior Design Courses: FCS 243, FCS104

Are you enrolled in Studio 1? No

What other Interior Design courses are you taking this semester? FCS246, FCS218

Prior to this semester, have you ever taken a course (in high school or college) that intended to teach you freehand sketching skills? FCS104 last semester and FCS246 my first semester

Have you ever taken a course (in high school or college) that intended to teach you how to use drawing software? If yes, Which one? NO

Familiarity with types of Drawing *(1 not familiar - 5 proficient):*

Plans 4 *If familiar, how did you learn?* FCS242		**Sections and Elevations** 4 *If familiar, how did you learn?* FCS242	
Axonometric 1 *If familiar, how did you learn?*		**Isometric** 1 *If familiar, how did you learn?*	
One-point Perspective 1 *If familiar, how did you learn?*		**Two-point Perspective** 1 *If familiar, how did you learn?*	

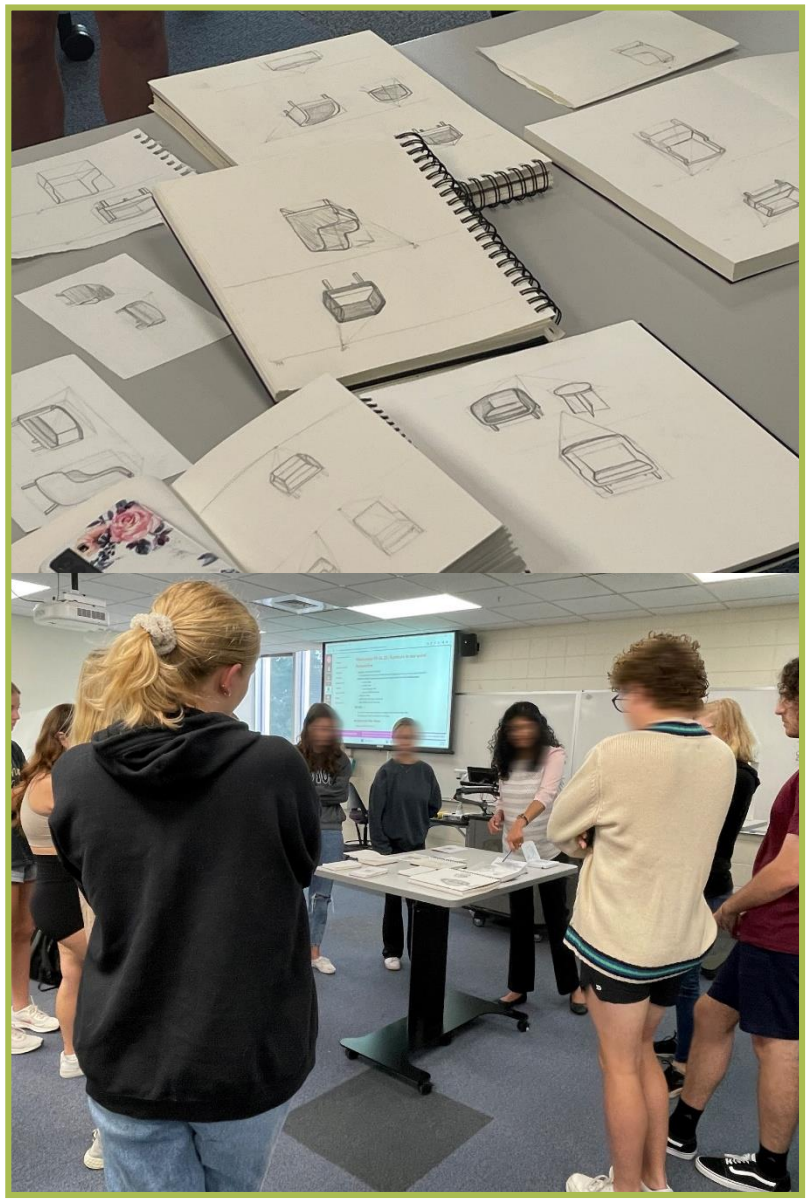
What makes you excited about taking this course? I love sketching and it doesn't feel like work to me

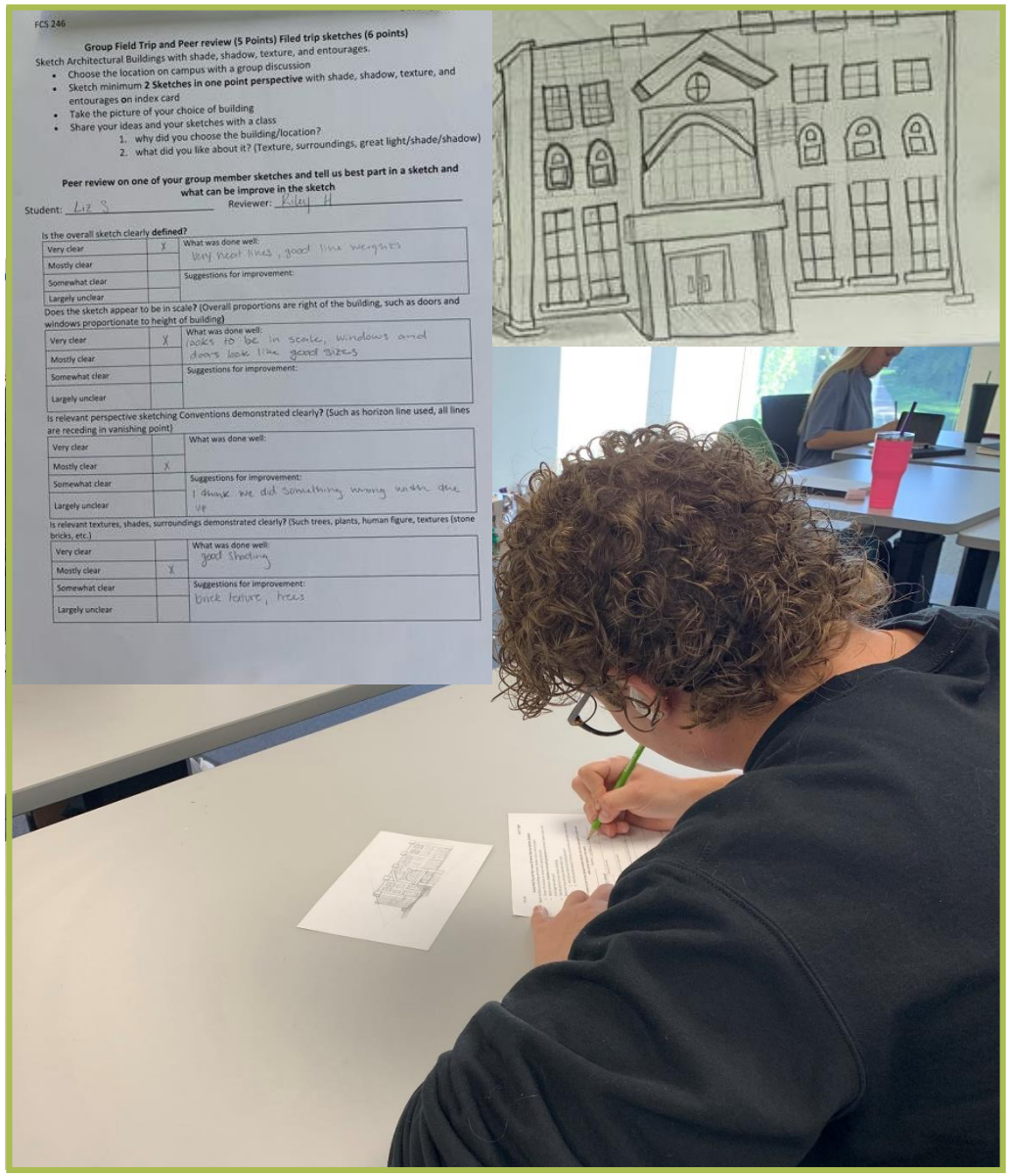
What makes you nervous about taking this course? I don't think I am nervous for this course

What are you hoping to learn from taking this course? Maybe how to do more accurate sketches quickly

What is your favorite thing about Interior Design? I love the sketching and drawing & textures and drawing plans

Student Self-Assessment FCS 246





FCS 246

Group Field Trip and Peer review (5 Points) Filed trip sketches (6 points)

Sketch Architectural Buildings with shade, shadow, texture, and entourages.

- Choose the location on campus with a group discussion
- Sketch minimum **2 Sketches in one point perspective** with shade, shadow, texture, and entourages on index card
- Take the picture of your choice of building
- Share your ideas and your sketches with a class
  1. why did you choose the building/location?
  2. what did you like about it? (Texture, surroundings, great light/shade/shadow)

Peer review on one of your group member sketches and tell us best part in a sketch and what can be improve in the sketch

Student: Liz S Reviewer: Riley H

Is the overall sketch clearly defined?

Very clear	X	What was done well: Very neat lines, good line weights
Mostly clear		
Somewhat clear		Suggestions for improvement:
Largely unclear		

Does the sketch appear to be in scale? (Overall proportions are right of the building, such as doors and windows proportionate to height of building)

Very clear	X	What was done well: looks to be in scale, windows and doors look like good sizes
Mostly clear		
Somewhat clear		Suggestions for improvement:
Largely unclear		

Is relevant perspective sketching Conventions demonstrated clearly? (Such as horizon line used, all lines are receding in vanishing point)

Very clear		What was done well:
Mostly clear	X	
Somewhat clear		Suggestions for improvement: I think we did something wrong with the ve
Largely unclear		

Is relevant textures, shades, surroundings demonstrated clearly? (Such trees, plants, human figure, textures (stone bricks, etc.)

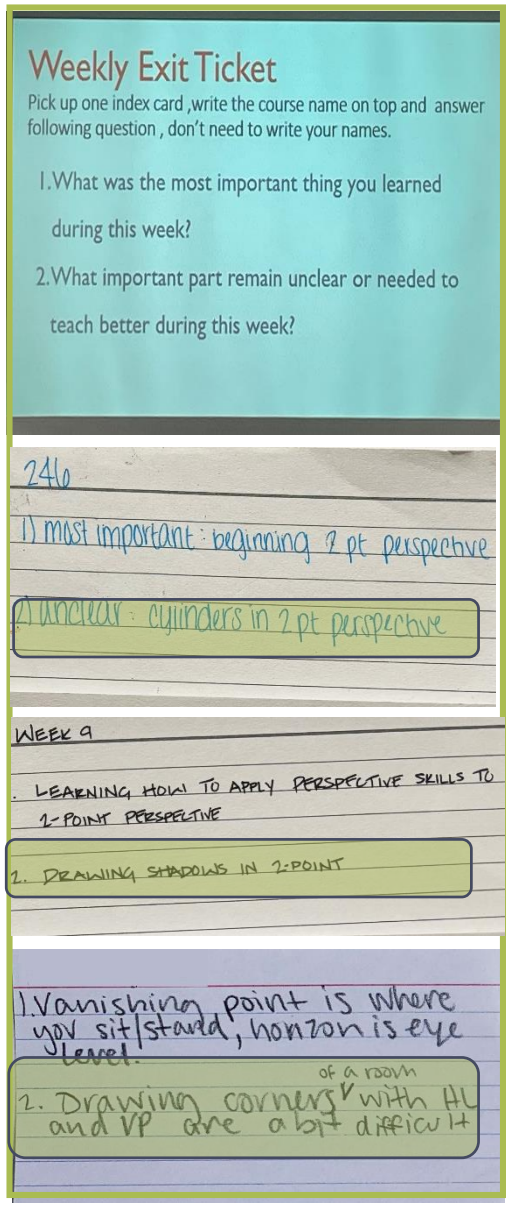
Very clear		What was done well: good shading
Mostly clear	X	
Somewhat clear		Suggestions for improvement: brick texture, trees
Largely unclear		

Self Assessment

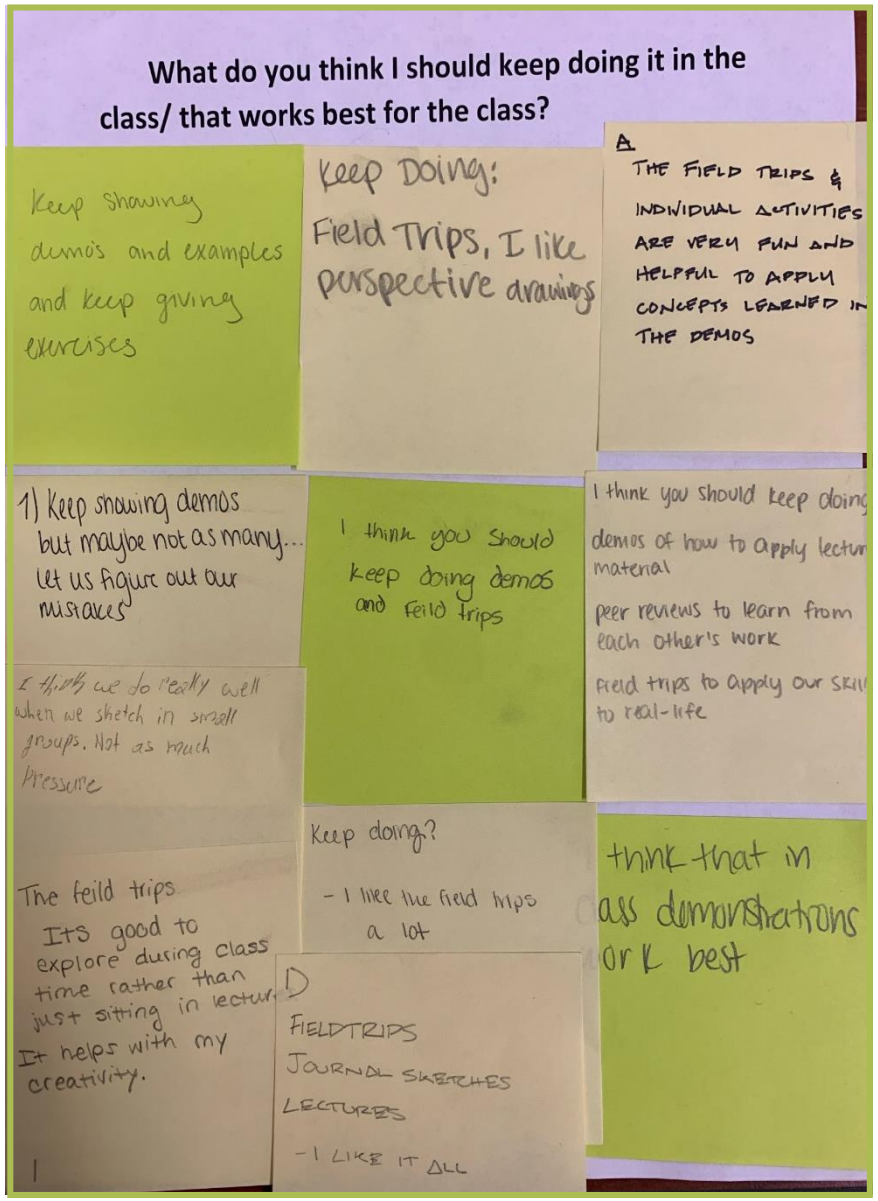
Peer Evaluations in Groups

Peer Evaluations in Pairs

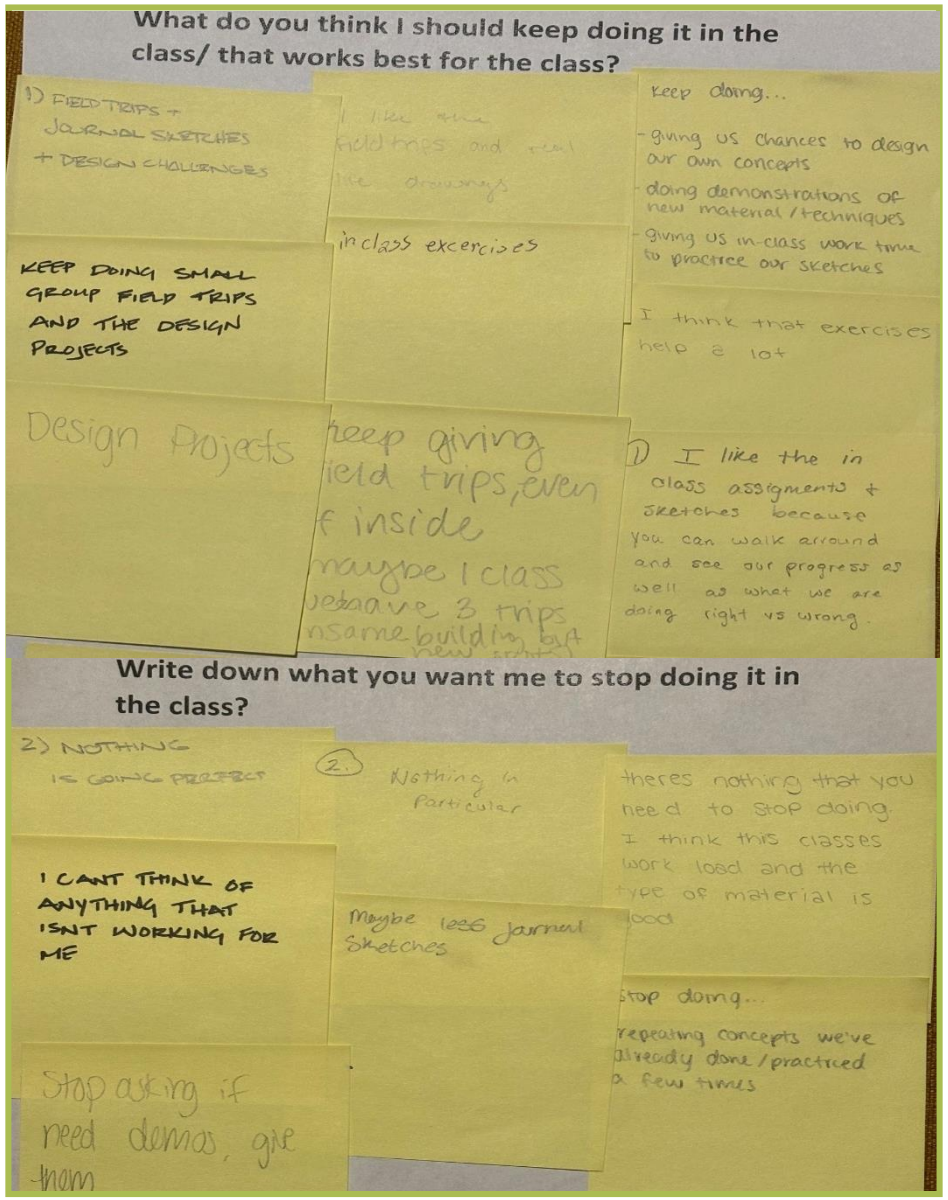
Students' Feedback to Instructor



Weekly Exit Tickets

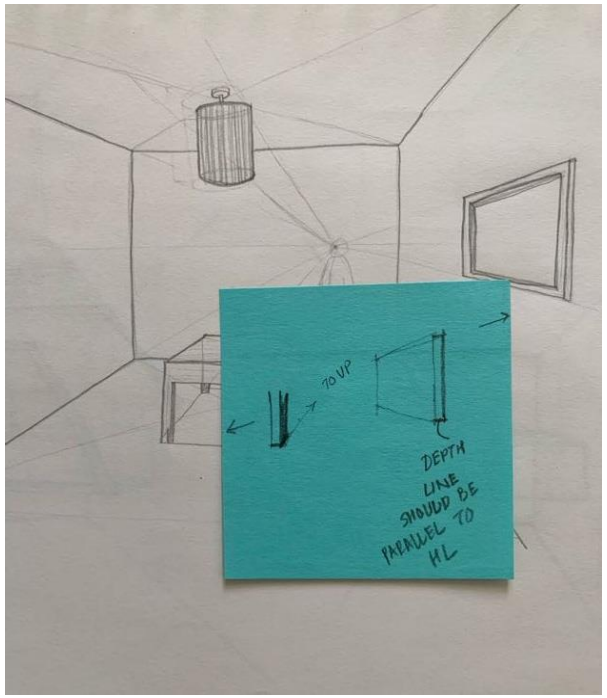


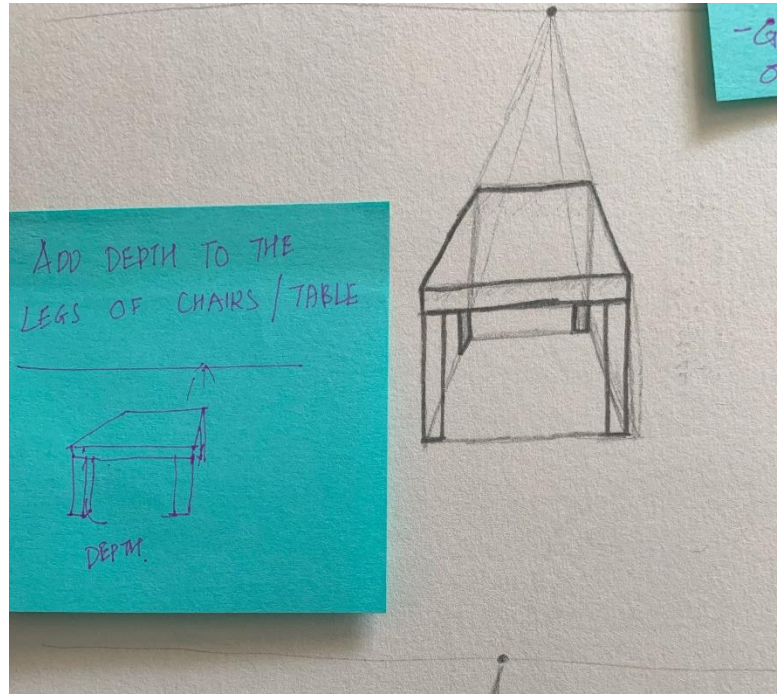
6 Weeks Students Feedback

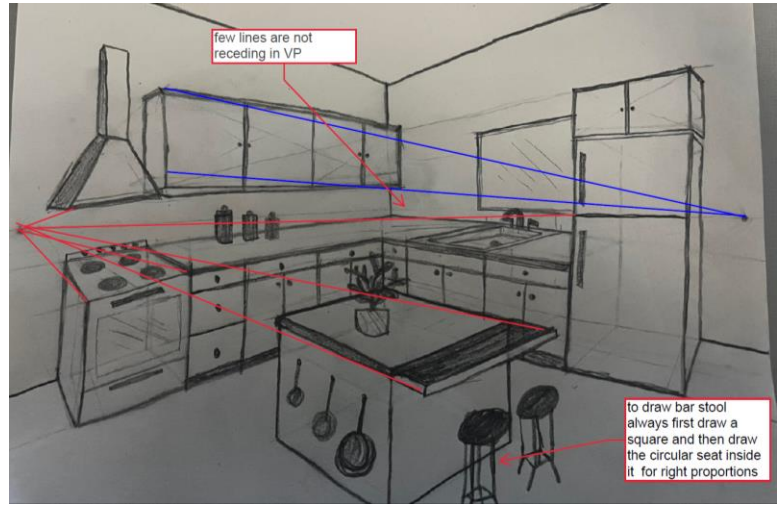


12 Weeks Students Feedback

Instructor's Feedback to Students

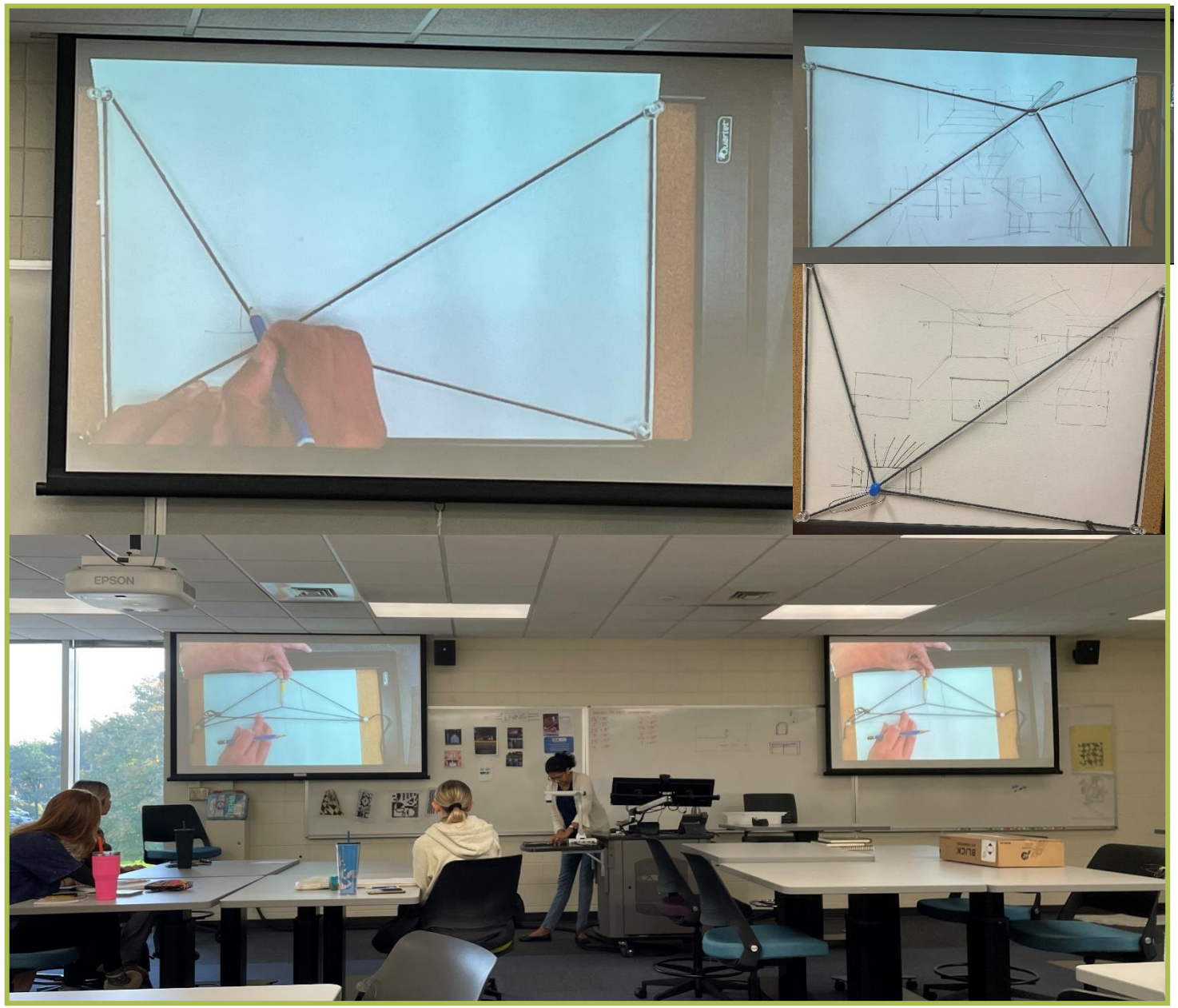






Wide Range of Instructor Feedback

Instructional Techniques



String method to show how edges that are parallel merge in a vanishing point on the horizon in perspectives

Taping the horizon and vanishing points onto the studio walls

Findings and Evidence

Skill Building: Studio Based

Students valued the **step-by-step instructions** provided in from of skill modeling using the document camera where complex sketching tasks were presented systematically.

- The demos are definitely helpful, and it is nice to follow along. (Rachel)
- It is a very visual thing, so seeing her do the demonstrations on the screen is helpful. (Jessica)
- She is walking us through step by step, and it is a lot easier than I thought it would be. (Jessica)
- I liked having her demo something first and then I was able to produce that better. (Dorothy)
- When she demos. It helps just to visualize it. (Madison)
- I like how when we do the exercises, we're given the step-by-step instructions. (Samantha)
- (T)hat helped me because it kind of taught you how to start and what it should look like. (Lydia)

Findings and Evidence

Skill Building: Studio Based

Students valued the private **one-on-one verbal instructor-student feedback** and asked for more.

- Maybe one more. (…) One more could be helpful. Just maybe more towards the beginning, more towards the end. (Samantha)
- But then it was a very ... Just open conversation, it wasn't her being like, oh, you can do better at this. And it was just very much, do you like how this is going? How can I help you? So yeah, I enjoyed doing that because-. (Samantha)
- I always found them helpful. (Jessica)
- I kind of came into it with an open mind that I needed to be critiqued and I needed to get over myself, let people tell me what to do, so. (Dorothy)
- I feel like if we had more critiques, our sketches would improve even more. (Lydia)
- I feel like she should spend more time giving more feedback. (Lydia)
- (T)hat kind of dedicated one-on-one where we're going through multiple things, I think was really helpful. (Maxwell)
- (I) much prefer one-to one. (Maxwell)
- I would've liked more of that one-on-one, because I feel like sketching is a very personal thing. (Joel)
- I do wish we did more of those. (Joel)

Findings and Evidence

Skill Application: Travel Sketches

Most students enjoyed the **field trips / travel sketches** as a mode of instruction outside the classroom. For some this form of skill application was intimidating.

- (W)we spent so much time in the studio classes here, where I feel like it was kind of a nice change of scenery and change of pace to just have, let's say the second half of class blocked out to just go find somewhere on campus of our choosing and just sketch. (Maxwell)
- I think those were my favorite. (Joel)
- I like being outside and doing different things (…) if you're outside doing something in real time, I feel like it's almost more challenging, so it makes it more helpful in the end. (Samantha)
- (W)hen we're on the field trips,
- (I)t's more of just take everything you learned and good luck. (Samantha)
- I think those really helped because it wasn't just sketching based off a picture. It was sketching based off what we're seeing actively. (Joel)
- I really liked the field trips, honestly, just for the aspect that it helped time go by faster. (Samantha)
- Yeah, I definitely liked the field trips. (Rachel)
- I enjoyed getting to go out to do things in real life. (Jessica)
- I knew what I was supposed to do, but I saw this huge library that had a lot of detail, and I didn't know where to start. (Dorothy)
- I thought the outside ones were kind of overwhelming, seeing a huge thing and trying to get that on a little piece of paper. That kind of overwhelmed me. (Dorothy)

Skill Application: Design Sketches

All interview participants enjoyed the **creative design sketches** because of their clear purpose and because they liked to create something new.

- I think the design ones were the most helpful (…) because sometimes learning about the logistics (…) it's like, oh, what does this have to do with anything? But then when we actually designed something and I was applying it, I think I really liked those. (Samantha)
- Somebody's going to be like, "This is what I want," and then you have to come up with a bunch of different ideas, so I really liked those. (Rachel)
- I feel like that's going to be what we're actually going to be doing. (Rachel)
- That was probably my favorite assignments. I liked all those. (Dorothy)
- I felt like I was actually creating something. (Dorothy)
- (T)he design projects were kind of using them to create something. So I felt like that was a lot more challenging and definitely helped me better understand some of the concepts. (Maxwell)
- (…) really nice and really fun because I got to come up with something, not someone else's drawing. It was coming up with my own thoughts and really getting one of the first time to design whatever I want. (Joel)
- I think it's just the stretch the creative muscle. You got to get to design what you want with putting those practices into play. (Madison)

Discussion

Praise of Step-by-step instructions

- Not surprising
- Requests for very linear instructions are very common
- Design process design is **not** linear in nature which makes many students uncomfortable

Request for more one-on-one private feedback

- Surprising
- Many students give the impression that they rather not talk to us
- It might be important to create a private environment for feedback

Impressive performance levels

- Compared to previous peer groups after the implementation of a constant feedback loop
- Students appeared confident but **not** comfortable during class

Travel sketches, popular mode but are currently perceived as a very complex task

- Fun alternative mode
- Need to work on bridging the gap between instructions and application
- More instructions on how to approach travel sketches

Design sketches, favorite assignment

- Important development
- Students will be better prepared for the design studios
- Suggests that we are making progress toward the goal to reincorporate free hand sketching as integral part of and tool during the design process

Thank you! Do you have questions?

What Remained to Be Explained?
Student-Feedback in a Sketching Course