Rapid-Prototyping as Feedback Strategy in Project-based Courses
Conference on Higher Education Pedagogy (CHEP) 2020

Dr. Alicia Johnson, Virginia Tech, jalicia@vt.edu
Dr. Miko Nino, University of North Carolina at Pembroke, miguel.nino@uncp.edu

Goal
To develop a list of strategies faculty can use to provide feedback to project-based students using Rapid-Prototyping (RP).

Discussion Questions

1. What type of feedback strategies are being used in project-based courses?

2. What type of project-based courses might benefit from RP?

3. How are we assessing creativity in the classroom?

Rapid-Prototyping as Feedback Strategy in Project-based Courses
Conference on Higher Education Pedagogy (CHEP) 2020

Dr. Alicia Johnson, Virginia Tech, jalicia@vt.edu
Dr. Miko Nino, University of North Carolina at Pembroke, miguel.nino@uncp.edu

Tips & Strategies

- Design your projects using an AGILE methodology. In an AGILE methodology, students get to develop prototypes at early stages of the project. After the instructor provides feedback, students incorporate it into a next iteration of the prototype. The goal for the instructor is to provide feedback during each of these iterations and not just at the end of the project. This ensures that students have formative and summative feedback.

- Allow students to be as creative as possible when prototyping. The format and materials are not as important during this phase, so long students are demonstrating an understanding of the project, progress, and application of knowledge into the project.

- Make sure feedback is timely and consistent. Feedback is mostly effective when given within a short timeframe after a deliverable has been submitted. In addition, it is beneficial when students receive this feedback with the same frequency throughout the whole course or project. You can go as far as choosing one specific day of the week to provide it, so students know when to expect feedback.

- Don't let students get too far into a project without any type of feedback. Break down projects into milestones and provide feedback in each one of them, at least. This will ensure that students' projects are aligned with the goals of the instructor and that they make progress towards the end goal on a steady pace. This strategy also ensures that students reinforce learning along the process and allows them to self-monitor their progress.

- Use rubrics, so students can fully understand your expectations and self-monitor the quality of their work and progress. They can also use the rubric to provide peer feedback.