

Rubric for Student's Essay

November 16, 2023

The workshop course is provided by technology-oriented engineering department. The goal is to understand technologies but also to foster motivation and active involvement of groupwork. The assignment given to the students was as follows:

1. Kinematic Synthesis of Mechanisms <Train Gap Filler>

The gap between the train and the platform at train stations is a significant safety hazard, often leading to accidents. This risk is especially high for children, the elderly, and individuals with physical disabilities with wheelchairs. The challenge is to devise a mechanism that effectively mitigates this danger.

2. Kinematic Synthesis of Mechanisms <Say “NO” to Door Knobs>

This project develops a new mechanism for touchless doors, inspired by the widespread unease with touching door handles in public spaces like schools, hospitals, and restrooms during the Covid-19 pandemic. This design aims to eliminate the need for physical contact with door knobs.

3. Net Zero X <Carbon Dioxide Removal>

Given that emissions of CO₂ are produced by all sectors of society, identifying effective ways to capture CO₂ and store it safely is crucial. Create methods to extract CO₂ from the air and separate it into its constituent elements, carbon and oxygen, and explore how these elements can be repurposed effectively.

4. Net Zero X <All Electric Airplane>

The objective of this project is to develop a strategy for reducing CO₂ emissions from airplanes. It involves researching the current challenges faced by the airline industry regarding CO₂ emissions and conceptualizing an all-electric airplane as a viable solution to significantly lower these emissions.

5. Radioactive <Science Communication on High-Level Radioactive Waste>

High-level radioactive waste (HLW) is created by the reprocessing of spent nuclear fuel. Storage cannot provide the permanent isolation of the wastes from human's environment. This workshop aims to reveal the current conditions and possible disposal methods of HLW, and understand ways of dealing with real social issues.

6. Monster Track <Damages on Infrastructures by Oversized Vehicles>

The oversized loading induced an excessive external load which exceeds load-carrying capacity of bridges, resulted in collapse incidents. Clarify the common challenges in protection of infrastructures during their life cycle from oversized vehicles and come up with initiatives and solutions to this issue.

Around six students formed groups and challenged one of the above six problems in seven 3-hour workshops: ideation, interim report, prototyping, final report, and a reflection essay at the end. Each student is requested to create an individual reflection essay including the following descriptions.

- Project description (300-400 words)

Title, goal and conclusion of the project

Process of the project: how you applied design thinking methods

- Contribution (300-400 words)

Your role in the project

Your contribution to the project

- Reflection (200-300 words)

Write freely but we are interested in what you learned from the series of workshops not only professional knowledge and skills but also how to contribute to and facilitate the workshops

Here is a student essay to be evaluated.

[STUDENT ESSAY]

I was in the Monster group for this course, SHIP Research Planning and Skill A. Monster truck refer to oversized vehicles that have excessive weight and height. Our group focused on how these vehicles damage the infrastructure. I learned that over-weight vehicles can affect both bridges and roads. For instance, cracks at the structure of the bottom part of the bridge can be caused when an overweight vehicle repeatedly drives over. After studying the accidents caused by the Monster trucks and the current countermeasures for them, we decided that our goal was to generate solutions that would help maintain safe and secure infrastructure while having these types of vehicles.

I started thinking about my solutions by researching current solutions that are available. When researching I did not specify a region or a country as I wanted to collect different kinds of solutions. Also, because different regions will have varying environments with different traffic standards, I assumed that I could encounter solutions that I would not usually see or come up with. One of the existing solutions that I found interesting was the idea of using a monitoring device only for oversized trucks. The reason I focused on this solution is that it seemed to work in almost any road environment. Studying existing solutions is effective as it allows the solution to be more feasible. The fact that it is already being used in real life indicates that this solution is more doable than those that are not.

After choosing an existing solution I combined the solution with my ideas. This was how I invented my solution, Transport ID. It was necessary to generate new ideas so that it is an improved version of the solution. The improved idea would have new features that would solve the problems of the current solution. For instance, I added a data encryption feature to the Transport ID. I thought that this feature is necessary to prevent other parties such as the drivers from falsely inputting the data and cheat their way into unpermitted roads.

The Monster Truck group was divided into three subgroups each in charge of one solution so that we would have three solutions in total. I was in the Transport ID group as I was very involved in generating the solution. Hence, one of my roles in the Monster Truck group was to develop Transport ID as one of the solutions for our goal to maintain a safe and secure infrastructure. As the inventor of the Transport ID, I came up with its design. When creating the design diagram for the Transport ID I made sure that it was easy to understand. I avoided adding too many details to avoid confusion but enough information to show what the ID could do. In addition, I generated features that would solve the problem of current solutions, and finally, I considered and proposed the feasibility of this invention.

I also contributed to the group by asking questions to other group members. By asking questions and commenting on some of the details, I feel that they were able to reflect on their solution that they generated. I was able to go through the same process. When I was asked questions, I would add more details to the presentation so that it was more easily understood. In addition, I would also speak to the other groups about our group. I would often briefly talk about the solutions that we generated and the improvements we realized that we need to make the solutions more effective and feasible. This allowed me to summarize the things we have done that day so that we can acknowledge the progress of our project.

One of the important things I learned while participating in this workshop is the importance of asking questions to my group members and to other groups in the workshop. When I was asked a question by other people I noticed some aspects that need to be improved which I would have not noticed if they did not ask about it. When they pointed out these aspects, I was able to make improvements on it so that my solution became more efficient and feasible. Not only the questions but I learned that comments from other people during a workshop are helpful. The comments were often new ideas that could be added to the solutions I generated. More comments meant that more features were added to the inventions and they would solve more issues related to the pre-existing solutions.

Another procedure I realized was important was frequently having short meetings while working on the presentation. Often times, I would have a meeting with the group members in the very beginning to divide the work. After working on the presentation, we would have our second and final meeting to make sure that all parts of the project are complete. Nonetheless, I noticed that having frequent meetings, more than twice is more helpful. During this project, I received more comments that significantly made my solution more effective and feasible due to the more frequent meetings we had.
[END of ESSAY]

Please do the followings:

1. First, define a rubric that will serve as the evaluation criteria.
2. Explain the existing theory behind determining the above rubric.
3. Use the rubric to evaluate the student's reflection essay above on a scale of 30 points.
4. Explain the reason why you gave the above points.

To evaluate the student's reflection essay effectively, we need to establish a clear and objective rubric.

The rubric will be based on three main criteria, each aligned with the requirements of the essay:

Rubric for Evaluation:

Project Description (10 Points):

- Clarity and Completeness (5 Points): How well the student describes the project, including its title, goal, and conclusion.
- Application of Design Thinking (5 Points): Insight into how design thinking methods were applied in the project.

Contribution (10 Points):

- Role in the Project (5 Points): Clarity in explaining the student's role within the group.
- Individual Contribution (5 Points): Details on the specific contributions made by the student to the project.

Reflection (10 Points):

- Insight and Learning (5 Points): Depth of insight into what the student learned from the workshop, both professionally and personally.
- Workshop Contribution and Facilitation (5 Points): Evidence of how the student contributed to and facilitated the workshop process.

Theory Behind the Rubric:

The rubric is designed based on educational theories that emphasize clarity, reflection, and individual contribution in learning:

- Bloom's Taxonomy: This theory underlines the importance of higher-order thinking skills, such as analysis, evaluation, and creation, which are reflected in the criteria for assessing the project description and personal contribution.
- Reflective Practice Theory: This theory stresses the significance of reflection in learning, which is why the reflection section is a crucial part of the rubric, assessing the student's ability to reflect on their experiences and learn from them.

Evaluation of the Student's Reflection Essay:

Project Description (6/10 Points):

- Clarity and Completeness (3/5 Points): The essay provides a clear description of the project's goal and the problem it addresses. However, it lacks a succinct conclusion of the project's outcome.
- Application of Design Thinking (3/5 Points): The student mentions researching existing solutions and combining them with personal ideas, reflecting some aspects of design thinking, but does not elaborate on the complete design thinking process.

Contribution (8/10 Points):

- Role in the Project (4/5 Points): The student clearly states their role in developing the "Transport ID" solution.
- Individual Contribution (4/5 Points): The essay outlines specific contributions such as inventing "Transport ID" and aiding in group discussions, but could detail more on the impact of these contributions.

Reflection (7/10 Points):

- Insight and Learning (4/5 Points): The student shows good insight into the importance of asking questions and receiving feedback, but could reflect more deeply on personal growth.
- Workshop Contribution and Facilitation (3/5 Points): The student mentions contributing to group discussions and engaging with other groups, indicating some level of facilitation, but the depth of this facilitation is not extensively detailed.

Total Score: 21/30 Points

Reasoning for the Score:

The student's essay demonstrates a good understanding of the project and their role in it, along with a reasonable level of reflection on the learning process. However, there are areas for improvement:

- The project description could be more comprehensive, especially in outlining the conclusion and the entire process of design thinking.
- While the student's contribution to the project is evident, a more detailed explanation of the impact of these contributions would strengthen this section.
- The reflection part shows an understanding of the importance of interaction and feedback but lacks deeper personal insight and details about how the student facilitated the workshop process.

Overall, the essay shows a good grasp of the project and the student's role, but there's room for more depth in analysis and reflection.