Basic Outline

Topic
- Basic Vehicle Construction — Sketching and Perspective

Possible Demos
- Side-View Pencil Sketching
- Side-View Pencil Shading
- Side-View Marker Shading
- Flat Perspective Pencil Sketching
- [Follow-Up Demo] Responding to student work with a demo that reflects key concepts overlayed on student sketches.

Studio
- Challenge Title *(Topic or Project)*
  - Basic Vehicle Construction Sketching
- (1) Sketch
  - Instructions
    - 10 pages of sketches across the five basic vehicle proportions.
    - This is NOT a design exercise. This is a blocking-in proportions assignment.
  - Resources
    - Sketching Guidelines (tips, reminders, examples)
    - Vehicle Proportions Guide
- (2) Share
  - "Upload your basic vehicle construction side-view pencil sketches."
    - (Required) Introduction to work via annotation or general text or A/V comment.
    - (Required) Page titles
- (3) Provide Feedback
  - "Provide feedback to your fellow classmates' work for this challenge."
    - Student A — Review: How well did Student A demonstrate side-view perspective?
    - Student B — Review — How well did Student B achieve variety across all five vehicle types?
    - Student C — Review — How well did Student C clearly indicate wheelbase proportions within their sketches?
  - View 'expert' faculty critique recording
- (4) Receive Feedback
  - Interactive display of feedback collated from peers and faculty/experts.

Learner Journey
1. Learner continues current TD module (Intro to TD]) by viewing the 'Classroom' content for the next skill: Sketching and Perspective — Side-View Pencil Sketching.
   a. Learner reads a brief introduction to the new skill with visual, snapshot examples of the technique along with key ideas and terms organized and defined.

b. Learner views 3-5 demonstration videos including a real-time demonstration of the skill with overlaid explanation of the techniques employed by the instructor.
c. Learner views a visual review of the skill demonstration with key concepts, tips, and reminders called out. Additional example images and student samples are made available.
d. Learner accesses a brief practice exercise (not for submitting or sharing) where they can immediately try out a key part of the new skill.

2. Learner transitions to the Studio to complete the next available 'Challenge.'
   a. Learner is presented with a brief written introduction to the next Challenge: Side-View Pencil Sketching. This includes the expected deliverables, areas of focus, and any additional necessary context or reminders.
      i. Learner reviews resources made available for this Challenge including guidelines, reminders, and annotated examples.
   b. Learner completes their Challenge sketches offline with paper and pencil, referring back to the Challenge resources and previous Classroom demo content, as necessary.
   c. Learner uploads photos of their sketches via a Share button within the Studio.
      i. Learner is reminded about expectations for sharing work during upload process (e.g. academic honesty, clarity, professionalism).
      ii. Learner is provided an opportunity to arrange/order their sketches based on Challenge expectations. They are required to title each page.
      iii. Before submitting, learner is required to upload an introduction (A/V preferred) to their submission that includes a brief overview of the sketches, what they were trying to convey, and what they were focused on most specifically (e.g. skill, creativity, concept).
   d. Learner is prompted to complete a critique of peer's work.
      i. Learner is automatically assigned up to three peer's for review with a button to begin their reviews.
      ii. Learner is presented with the first student's Challenge submission and required to provide at least two comments (A/V preferred) — one referencing something that the learner thinks is working well in the submission and one specific area of improvement.
      iii. Learner completes up to two remaining peer reviews.
   e. Learner is prompted to review comments provided to them by faculty and peers on this Challenge's submission.
      i. Learner is presented with their original submission with faculty and peer comments overlaid.

Feedback From Randall
Share
- Structure is good
- Prefer to use A/V whenever possible and only use text as a backup (student and faculty)
  - ESL can be a significant challenge

- ○ Really important to practice 'selling your work,' presenting verbally, and moving beyond simple labels and into more nuanced discussion and communication.

Giving Feedback
- Generally positive feedback on critique process
- Might be interesting to give learners autonomy/choice for what they give feedback on (rather than having it fully prescribed)
    - ○ Learners would need to see the work first, then choose.
    - ○ Two generic categories that always apply:
        - ■ "What is working?" and "What is not working?"
- Three students for commenting in each assignment seems right.
- Estimate for faculty time to give a proper critique is 10-20 minutes per student.

Receiving Feedback
- While it is 'nice to have' peer feedback, the most important function is feedback from an instructor.
    - ○ Early on, the same instructor is also critical so that the learner doesn't get 'thrown off.' Later in the course sequence, multiple viewpoints from different instructors is more interesting and valuable.
- Feature to consider: learner response to feedback; both to respond to respond to direct questions and have more of a dialogue regarding the feedback.
- Will need to consider how a faculty might need to monitor or override peer feedback that is partially or wholly incorrect.
- Interesting note: learners will often informally discuss their work with peers before formally beginning critique process. This is often a very positive sign and we might think about ways to encourage this kind of engagement in addition to structured feedback.

Public Critiques
- Likely only a 'nice-to-have.' Most important component is feedback directly from instructor on my own work.