Self-Evaluation

Guided self-evaluation experience can be introduced through individual conferences and checklists focusing on thinking processes. Gradually, self-evaluation can be applied more independently. As students recognize that learning activities in different disciplines are similar, they will begin to transfer learning strategies to new situations.

1. Define
   a. Do you understand what the client is asking for?
   b. Does the client understand what they are asking for?
   c. Do you agree on the definition of terms?
   d. Does the brief have any flaws?
   e. Can you manage client expectations?

2. Research
   a. Do you have a feedback from the previous project?
   b. Do you have a statistical composition of the user group?
   c. Do you understand the target market?
   d. What is the education level of the user group?
   e. What are the typical lifestyles of the user group?
   f. What are the aspirations of the user group?

3. Ideate
   a. Do you understand the brief?
   b. Do you have sufficient research information?
   c. Which methods will be used for idea generation?

4. Prototype
   a. Do all potential solutions require prototyping?
   b. What elements will the prototype test?
   c. What functionality will the prototype have?

5. Select
   a. Does the design meet the defined needs of the brief?
   b. Does the design resonate with the target audience?
   c. Can the design be produced to take into account?
   d. Has the client signed off the Design?

6. Implement
   a. Has the client signed off the designs?
   b. Have printers or other productions professionals been booked?
   c. Has the artwork been delivered to production professionals?
d. Has the job been proofed against the design?
e. Has the finished job been delivered?

7. Learn
a. Has dialogue with the client about the success of implementation taken place?
b. How successful was the implementation?
c. What feedback has the client received or commissioned?
d. What aspects can be improved?