

2004 ACUADS Annual Conference

Paper

**Juggling Cats: Investigating Effective Verbal Feedback in Graphic Design Critiques**

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COMMENTS

**Relevance to the conference theme**

This paper is relevant to one of the sub-themes of the ACUADS Annual Conference “New Visions, New Policies, New Opportunities” – Teaching and Research. It offers an appropriate and timely discussion on the quality of assessment in design education at tertiary institutions, in particular verbal feedback which is a common method of assessment in the teaching of design studio subjects. In addition, it addresses one of the priorities of many tertiary institutions - to relate quality learning and teaching to graduate attributes and lifelong learning skills.

**Quality of the paper**

This paper is scholarly in its approach, analysis and references to relevant sources in the field. The authors identified a perceived problem in the quality of verbal feedback and have succeeded in providing valuable data, albeit from personal experiences but valuable in its analysis and outcomes.

**Contribution to the field**

This paper questions the quality of verbal feedback in design studio teaching and learning in a manner which is frank and timely. Although the topic is pertinent to teaching and learning in design studies, it is often brushed aside because of the contentious nature of feedback in design critiques. Both authors have addressed this problem from a sound pedagogical approach which challenges the nature and quality of feedback – subjective and objective. The joint authorship also demonstrates the advantage of locating the argument from a pedagogical framework rather than based on opinion from a designer’s perspective.

**Recommendation**

This paper is recommended for publication in the ACUADS Annual Conference proceedings for its relevance to art and design education, the conference theme, and scholarly contribution to the field.