

# Objective assessment in Product Design education: Addressing the issue of marker variance.

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## Abstract:

*It appears the variation of marks between multiple assessors of tertiary design projects is so great it requires an investigation to ascertain possible reasons for the discordance and how they may be reconciled. During a recent student project assessment by four independent lecturers a variation of up to 75% was noted between grades requiring judgements to be made within subjective areas. Within the context of product design the consideration of form and aesthetics is paramount and equally subjective leading to differences of opinion and therefore differences in grades for students. In this paper an experimental research approach has been taken to firstly confirm initial findings and secondly to compare data from alternative forms of assessment of peer- and self-assessment. Reasons for the results are proposed and discussed in light of the subjective nature of the assessment. The paper concludes with a proposal for the development of an alternative approach to assessment in design.*

## Keywords:

*Assessment, Product-Design, Tertiary,*