Criteria for evaluating digital photographs estimates for the students of Applied Arts

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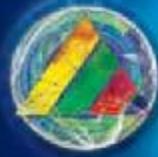
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ABSTRACT

Students of photography deliver their final Projects to be evaluated by a committee for judging and grading, despite the presence of subjective elements each judge is considering in the to evaluation process, as they are considered of the most specialized and experienced to do this, but the noticeable lack of consistency order of these considerations form one judge to another is the reason why there is gap in the grads between the arbitrators. Some being excessive in awarding grades and give an exaggerated high grades, and some of them will be extremely low grading, both judges are causing the imbalance of justice among students, both violates the educational principles, especially the principle of equal opportunities and therefore the search to build the criteria for evaluating photographic work for students according to their functional purposes (technical, educational, filming people, commercial, Advertising ....) to achieve justice when evaluate , and can be used when evaluating photographic competitions .

Keywords: Photography Evaluation criteria - independent variable dependent variable- Zone System - Special Effects.

I. INTRODUCTION

Teaching Photography Science depends on its essential subjects on several axes overlapping and interrelated, They combine theoretical science and technology, technical and applied sciences, theories dealing with scientific facts and theories explanatory phenomena like light physics, optics, electronics, and technical sciences dealing with mechanisms of cameras, light control and their sources, methods of printing digital-photo, then the art science which deals with the aesthetics of the image design, and the rules of composition, dramatic expression and creativity , and then applied sciences where they are employing all of the above in the photographs production which used in many applied fields .

A lot of Fields and Science depends on photographs to achieve its goals and different purposes, like scientific photography (in medical, agriculture and biology.... ext.), commercial photography (in advertising, product labels.... ext.), also in educational photography, artistic photography. all of these syllabuses depends on applications, projects and workshops, which get assessment periodically like every lecture or month or by the end of the semester depending on the project nature and the final project goals, Usually the final project is evaluated by committee of judges whose grades it.

Despite judges elements of judgments or values of assessments, and as they are most expertise, its obvious that the elements and values of the judgments are arranged differently from one judge to another, sometimes it relays on just one element of judgment or on just two or three of them, some use a composition and elements arrangement as the most important element of his/her judgment, others relay on light shadow controls, also there are a lot of things

affect on his/her judgment like if the picture related to his own style or just related to his/her desired color or high or low key.

Sometimes assessments and judgments are affected by psychological status, plus some awards a lot of grade while others don't, all of what we have mentioned before leads to incorrect grading system.

Research problem:

From all of above we can say that the paper research points to the main question:

How to assess photographs related to each application with grades?

And from it we could ask:

1- what are the photograph evaluation criteria?

2) What are the relative weights of these criterias and by which maximum of degrees distribution on the elements of evaluation?

:Research aim:

The research aims to create standards with grades (grading system) to evaluate the photographs to ensure judging and evaluation when grading projects for the photography students, and to raise the level and quality in the educational process in photography, Cinema and television department, Faculty of Applied Arts, which assessment and evaluation is an essential part of them, as well as the judgment of the contestants in the photography contest.

:conclusion

Paper recommend criterias, taking into consideration that one element may share more than one cretieria rate. (Like: the focal length of the lens is linked to the two elements photography skills and the employment potential of the composition aesthetics of the camera configuration).

All of this are in a tables in the original paper

Research recommendation

In the end of the research we recommend

1- We must insure that the final projects committee in faculty of Applied arts, Helwan University, Photography Cinema and Television will follow these criteria after they announce it to their student in the begging of their final project.

2- We must develop Judgments criteria for all Photography kinds form 1st till the 4th grade.

3- We must have a criteria's also to all of the artistic subjects in the faculty (fine art photography - still life – perspective)

4- We must add the way of how we judge and its criteria of all studying syllabuses to be followed by instructs and known by the students as will.

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AS Art student Maxine Lee, from Harrow International School, Hong Kong, working on her final exam piece – photo by Rodney Stratton. Preparing for the AS Art exam. The following assessment criteria are given as a guide: AS Art Exam examples. This CIE AS Painting Exam by Nikau Hindin achieved 98%. Amiria has been an Art & Design teacher and a Curriculum Co-ordinator for seven years, responsible for the course design and assessment of student work in two high-achieving Auckland schools. She has a Bachelor of Architectural Studies, Bachelor of Architecture (First Class Honours) and a Graduate Diploma of Teaching. The following list of criteria and focus questions may be useful for reading the text and for preparing the critical review. Remember to check your assignment instructions for more specific criteria and focus questions that should form the basis of your review. The length of the review/assignment will determine how many criteria you will address in your critique. Criteria. Possible focus questions. What approach was used for the research? For example, quantitative or qualitative, analysis/review of theory or current practice, comparative, case study, personal reflection, etc.. How objective/biased is the approach? Are the results valid and reliable? The College mission is to prepare diverse students of art and design to enrich our world through their creativity, skill, and vision. This page has moved to: http://otis.libguides.com/Criteria_for_Evaluating_Information. Please update your links. Questions to Ask. You can evaluate how well students learn by measuring changes in knowledge through assessment (Level 2 in Lee & Owen's Table 25.1) or by evaluating how their real-world performance has been affected (Level 3 in Lee & Owen's Table 25.1, also p. 193). Usability-usefulness continuum. Newby et al mention three criteria for evaluating instructional material: effectiveness, efficiency, and appeal (p. 235). To this list, I would something I call functional correctness. Summative evaluation of student performance can yield data for formative and summative evaluation of the instructional material. Does the multimedia material engage the learner in content-specific tasks to complete and problems to solve that take advantage of the state-of-the-art of e-learning capabilities?