The Hitch-hiker's Guide to Alternative Assessment

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INTRODUCTION

This guide is designed to help people move onto on-line teaching and assessment, in light of the ongoing COVID-19 virus situation. Particularly worth exploring are some assessment approaches that can be used as alternatives to examinations.

Achieving Learning Outcome in new ways

One of the biggest challenges of moving online is that certain activities that are done a particular way in the classroom will have to be done in a very different way in the online environment. For example, in one of the modules I teach, one of the learning outcomes is to help the students understand how different environments impact on a person's ability to solve problems. We normally do this by going to different rooms and solve problems; we try rooms with fixed seating, and rooms with flexible seating; we go to the canteen and solve problems there, and go out into the courtyard, and solve problems there. In an online setting, we can't get the students to do this, so instead we might ask them to research and write a short essay 400-600 words on "The Impact of Environment on Problem Solving". It achieves the same learning outcome in a different way.

What if the students has limited or no Internet access?

It is important to reflect on your assignments, and consider the following:
- Do the students need to have internet access to do research on this assignment?
- Do the students need to have internet access to use online tools to do this assignment?
- Do the students need to have internet access to submit this assignment?

Here are three levels of support to consider:
1. Think about packaging up all the necessary content as a .ZIP (archive) file, so that it can downloaded in one sitting.
2. Maybe load the content onto a USB stick and post/deliver.
3. Print out the content and post/deliver.
4. For the techie type of person, set up a torrent server

Workplace Equivalences

This section is based on the UCD Teaching & Learning document "*Assessment Workload and Equivalences*"[1], but with some changes, and a few additions from London South Bank University[2] and Fielding (2008)[3].

Assessment Type	Equivalence
Examination	1 hour
Case Studies	750 word case study
Essays	1500 word essay
Interviews (Oral Examinations)	10 minute presentation
Multi-Choice Questions	30 minutes
Open Book Examination	1 hour
Paper	1250 word research paper
Portfolio (or Reflective Diaries)	2000 words
Podcasts	20 minute podcast
Poster (or Infographic)	1 poster or infographic
Programming (Code and Video)	Program consisting of at least 4 significant methods
Questionnaire	4 main sections, 10 questions per section
Video (of Presentation)	20 minute presentation

Accessibility Considerations

It is worth remembering that some students may have a Specific Learning Disability or a Special Need that might result in them having to use some software (like a screenreader) or an assistive technology to access your content and the virtual learning environment. So please make life as easy as possible for them by making your content as accessible as possible. Below are some accessibility tips for different types of teaching and assessment activities:

Accessible Presentations

- Presentations are usually a combination of text and images, so if you have learners with visual impairments the text will be readable with a screen reader, but the images may need a little more work to help those learners. If you right-click on an image (or a shape, or SmartArt, or a video), and select "Format", and choose "Properties" you will get an "ALT TEXT" tab which you may add a textual description of the visual element that the screen reader will read out.
- If the presentation software has built-in slide designs (for example, Title, Two Content, Blank, Comparison), try to use those as they will be well understood by the screen reader, whereas if you do your own formatting of slides it may cause confusion.
- If you are adding hyperlinks to a presentation make sure the linking text gives a clear indication of the destination, something like "Click Here" is insufficient detail compared to text that says "Link to the Irish National Disability Authority Website".
- Make sure the text and images are coloured in such a way that there is enough contrast with the background colour, use an online contrast checker if you are not sure that it's sufficient, e.g. https://webaim.org/resources/contrastchecker/

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[1] http://www.ucd.ie/teaching/t4media/assessment_workload_equivalences.pdf
[2] http://www1.lsbu.ac.uk/lteu/documents/Assessment%20Load.pdf
[3] Fielding, A., 2008. Student assessment workloads: a review. *Learning and Teaching in Action*, 7(3), pp.7-15.

Accessible Podcasts

- Create a transcript of the podcast. There are a number of software tools online that will convert audio files into text. If you include the transcript on the same webpage as your podcast, it will make it easier for search engines to find it.
- Use the transcript to create *Show Notes* for the podcast, which can include:
    - Title of Podcast
    - Episode Number
    - File Size
    - 3-5 Key Takeaways from the Podcast
    - The Transcript
    - Best moments from the Podcast
    - External links to useful information related to topic of podcas

Accessible Videos

- Create a transcript of the video. There are a number of software tools online that will convert videos into text. If you include the transcript on the same webpage as your video, it will make it easier for search engines to find it.
- Use the transcript to create *Closed Captions* for the video, which are subtitles that also include text descriptions of non-speech elements such as background music.
- You can also consider adding an additional soundtrack of *video descriptions* which are audio descriptions of the video's key visual elements. These descriptions are usually inserted into natural pauses in the dialogue.
- If one of the settings you have control over is auto-play, it is better not to set the video playing as soon as the learners visit it, let them decide when they want to start playing the video.
- Under no circumstances include flashing or strobing content in your video, it can trigger epilepsy in some learners. If you are not sure if your video can cause problem, download the Photosensitive Epilepsy Analysis Tool from the Trace Center and you can test it using the following link: http://trace.umd.edu/peat

Accessible Documents

- If the document is a combination of text and images, then if you have learners with visual impairments the text will be readable with a screen reader, but the images may need a little more work to help those learners. If you right-click on an image (or a shape, or SmartArt, or a video), and select "Format", and choose "Properties" you will get an "ALT TEXT" tab which you may add a textual description of the visual element that the screen reader will read out.
- If you are adding hyperlinks to a documentation make sure the linking text gives a clear indication of the destination, something like "Click Here" is insufficient detail compared to text that says "Link to the Irish National Disability Authority Website".
- Make sure the text and images are coloured in such a way that there is enough contrast with the background colour, use an online contrast checker if you are not sure that it's sufficient, e.g. https://webaim.org/resources/contrastchecker/
- Consider using Sans Serif fonts (for example, Arial, Comic Sans, Verdana or Sassoon), and try to use as large a font size as possible, at least 18 point size.
- If you are using Microsoft Word, you can check the accessibility of your document by going into the following tabs:
    - File >> Info >> Inspect Document >> Check for Issues >> Check Accessibility

Accessible Games

- There are a range of audio games designed for visually impaired learners. These games can be played without any visual feedback, to learn more and see some examples, visit: http://www.audiogames.net
- There are a range of games designed to be played using a single switch for learners with severe motor impairments or cognitive impairments, to learn more and see some examples, visit: http://www.oneswitch.org.uk
- There are a range of games designed for learners with a learning disability, to learn more and see some examples, visit: http://game-accessibility.com
- There are a range of games universally designed for learners with different impairments, to learn more and see some examples, visit: http://www.ics.forth.gr/hci/ua-games/index.html

Accessible Searching

- Google has a video searching tool, which will search for videos over the entire web: https://www.google.com/advanced_video_search, and you can choose the option to search only for closed captioning, in the section: "**Subtitles > closed captioned only**".
- To search for videos with proper closed captioning on YouTube (not just the auto generated closed captioning, which can be poor), type in your search term and add in ", cc".

Accessible Webpages

- To check if a webpage is accessible, there are tools called web accessibility checkers you can use to test the page, for example, WebAIM's WAVE tool, https://wave.webaim.org/
- Webpages are usually a combination of text and images, so if you have learners with visual impairments the text will be readable with a screen reader, but the images may need a little more work to help those learners. If you right-click on an image and add "ALT TEXT" to give a textual description of the visual element that the screen reader will read out.
- If you are adding tables, include a textual description using the "DESC" tag, and if the table is a table of data, using the <th> tag to mark up Header Cells and the <td> tag for Data cells.
- If you are adding hyperlinks to a presentation make sure the linking text gives a clear indication of the destination, something like "Click Here" is insufficient detail compared to text that says "Link to the Irish National Disability Authority Website".
- Make sure the text and images are coloured in such a way that there is enough contrast with the background colour, use an online contrast checker if you are not sure that it's sufficient, e.g. https://webaim.org/resources/contrastchecker/

Accessible Brightspace

It is possible in Brightspace to optimize your personal account settings for assistive technology[4]. The Brightspace minibar includes a personal menu with links to tools that store your personal information and settings. To open the personal menu, select the link containing your name. There are three links on the personal menu:

- Profile - Edit your shared personal information
- Notifications - Set how you receive notifications about activity in your courses
- Account Settings - Change display settings for Brightspace Learning Environment

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[4] https://documentation.brightspace.com/EN/accessibility/-/learner/accessibility_and_navigation_intro.htm

ALTERNATIVE ASSESSMENTS

Case Studies

Description

A case study can be used to explore specific real-world phenomena that focus on interpreting events, and exploring the societal context in which the case occurs. The qualitative nature of these cases can be seen as novel when introduced in computer science courses which are typically more quantitative in nature. They can be used to both explore specific problems and challenges of introducing new technologies into organisations, as well as exploring general topics like digital ethics.

What to do?

Ask the students to:

- *Create a case study*
- *Search for 2-3 relevant case studies and justify why they are useful*
- *Read a case study and create 5-7 questions to aid reflection on the case study*
- *Read a case study and review it using the checksheet below*

Case Study Checksheet

A task sheet for students to work through several times and internalise.

Name of Case Study:_____

Evaluation criteria	Notes
What is the case study about?	Introduction:
What is the organisation?	Introduction:
What are the technology issues?	Introduction:
Who are the principal actors?	Introduction:
What types of data were collected?	Data Collection:
From which sources did they come?	Data Collection:
How was the data recorded?	Data Collection:
What was the situation previously?	Main Features:
What interventions have been introduced?	Main Features:
What were the general outcomes of this intervention?	Main Features:
Are there any legal, social or ethical issues associated with this intervention?	Main Features:
Is there a chronological or other logic sequence for analysis?	Main Features:
What is the nature of the organisation?	Organisation:
What is its history?	Organisation:
How is it structured?	Organisation:
How has it changed as a result of intervention?	Organisation:
Who are the principal actors in detail?	People (Ecology):
What are their positions within the organisation?	People (Ecology):
What are their technical skills?	People (Ecology):
Does the target population for this intervention include more people?	People (Ecology):
What technology was present? What software? What hardware?	Technology:
What technical level of expertise exists within the organization?	Technology:
What new technology has been introduced for this intervention?	Technology:
How has the new technology effected the organisation?	Technology:
What are the possible consequences of this technology - intended and unintended?	Technology:
How successful has the intervention been?	Evaluation:
What new outcomes have been identified?	Evaluation:
What went well in this intervention?	Evaluation:
What did not go well in the intervention?	Evaluation:
What alternative approaches could have been taken?	Evaluation:

Essays

Description

A non-fiction essay is a piece of writing focusing on a specific topic based on the review of scholarly sources, synthesised and reviewed from the student's perspective. It is often written in a persuasive voice to argue from a particular point-of-view. It is usually composed of three parts:

- *Introduction*: Present the main topics and arguments to be covered
- *Main Body*: Detail the arguments, present evidence, and articulate point-of-view
- *Conclusions*: Summarize the content of the essay

What to do?

Ask the students to:

- ***Write an essay***
- ***Review another student's essay***
- ***Search for essays online***

Interviews (Oral Examinations)

Description

An interview is typically a two-way structured conversation where one participant asks questions and the other answers them. Interviews can be highly structured, semi-structured, or unstructured. Structured interviews usually have fixed questions, and are given to the interviewee before the interview. Semi-structured interviews usually have some fixed questions, and some that crop up during the interview, and the fixed ones are given to the interviewee before the interview. Unstructured interviews do not have any fixed questions, and are not given to the interviewee before the interview.

What to do?

Ask the students to:

- ***Create a series of interview questions for a specific job or topic***
- ***Search for 2-3 relevant interview transcripts and justify why they are useful***
- ***Create a video of a simulated interview***

Interview Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Interview Title_____

Evaluation criteria	Notes
What is the main issue being discussed?	Content:
Does the interview comprehensively cover the main aspects of the issue?	Content:
How original is the content presented?	Content:
How complex is the content presented?	Content:
Does the interview include references to academic research or quality data sources?	Content:
How well is the interview presented?	Format:
How clear is the interview in terms of delivery?	Format:
Are the interview participants confident in their delivery?	Format:
Are the main points of the interview presented clearly?	Format:
Is the use of terminology, and language of a high standard?	Format:
Is there a clear and logical structure to the interview?	Structure:
Is there a smooth transition between topics?	Structure:
Is there a logical internal structure within each topic?	Structure:
Is there good quality data being used to structure the content?	Structure:
Is there a good clear introduction at the start of the interview?	Structure:
Is there a good clear summary at the end of the interview?	Structure:

Multi-Choice Questions

Description

A Multi-choice question is made up of two parts; (1) the question (or stem), and (2) a series of alternative or possible answers, where one of the answers is the correct answer, and the others serve as distractors. If the answerer selects the correct answer they get some marks, and if they select another answer they get no marks (or sometimes negative marking).

Tips:

- If you provide 4 alternative answers, the students have a 25% chance of guessing the right answer, if you provide 5 alternative answers, the students have a 20% chance of guessing the right answer, if you provide 6 alternative answers, the students have a 16.6% chance of guessing the right answer.
- Try to make the alternative answers different from each other, particularly for students with dyslexia.
- You need a big bank of questions that students can randomly get assigned.

What to do?

Ask the students to:

- *Create a series multi-choice questions to cover a particular topic*
- *Answer a series of multi-choice questions and mark them formatively*
- *Answer a series of multi-choice questions and mark them summatively*
- *Rate other students multi-choice questions*

Open Book Examination

Description

In an Open Book Examination the students are allowed to have access to books, papers and on-line content while doing an examination. Therefore the emphasis moves away from memorization of facts and formula, and focuses more on solving problems and demonstrating critical thinking and judgement.

What to do?

Ask the students to:

- *Undertake an open book exams, create an assignment box that closes in 2 hours*
- *Get students to design an open book exam question*

Paper

Description

A scientific paper is a document that usually describes an experiment from hypothesis and methodology, to results and conclusions. The typical structure of a paper is as follows:

- Title: This is what the paper is about
- Abstract: This is a summary of paper, including the main reason for the experiment, the primary results, and the main conclusions
- Introduction: This is an explanation as to why the experiment was undertaken, as well as some background literature
- Methodology: This is how the experiment was undertaken
- Results: This is the key findings of the experiment
- Discussion: This explains why these results could be significant

What to do?

Ask the students to:

- ***Write a paper***
- ***Search for 2-3 relevant papers and justify why they are useful***
- ***Read a paper and discuss the paper's hypothesis, methodology, and results, and compare all three.***
- ***Read a paper and review it using the checksheet below***

Scientific Paper Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Name of article_____

Evaluation criteria	Notes
What type of article is it?	Content:
What is the main issue/problem being discussed?	Content:
Skim read – what could your dissertation gain by including this article?	Content:
What is the article's contribution to knowledge?	Content:
How can this information be integrated into your review?	Content:
Compare and contrast to similar articles – for or against/ or an extension of the literature?	Content:
Are there recommendations for further research?	Content:
Where is the article placed in your field? Famous author?	Evaluation:
Is the article well written, interesting and easy to read?	Evaluation:
Is there a clear research question – can it be tested?	Evaluation of Hypothesis:
What methods are used to carry out research	Evaluation of the Research Design:
Is the design appropriate for testing the stated hypothesis?	Evaluation of the Research Design:
What are the limitations of the design/research methods?	Evaluation of the Research Design:
Are there aspects of the design that could be applied to your work?	Evaluation of the Research Design:
Are the results well displayed and clear?	Evaluation of Data Presentation:
Are the results in keeping with the design?	Evaluation of the Research Results:
Are the implications of the study clear?	Evaluation of the Research Results:
Have the results been appropriately discussed?	Evaluation of further calls for research:

Portfolio (or Reflective Diaries)

Description

A student portfolio is a compilation of academic work which describes the student's journey on exploring a specific topic. The portfolio allows the student to reflect on their goals and progress, and allows the lecturer to see how that journey is going. Online portfolios (also called *digital portfolios* or *e-portfolios*) are often blogs and document the ongoing student reflections.

What to do?

Ask the students to:

- ***Keep a portfolio***
- ***Search for 2-3 portfolios and justify why they are useful***

Portfolio Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Podcast Title_____

Evaluation criteria	Notes
What is the main topic being discussed?	Content:
Does the portfolio demonstrate creativity?	Content:
Does the portfolio demonstrate critical thinking and self-reflection?	Content:
Does the portfolio include references to academic research or quality data sources?	Content:
Is the content accurate?	Content:
Does the portfolio include effective multimedia?	Content:
Is the portfolio clearly laid-out?	Format:
Is the portfolio aesthetically appealing?	Format:
Is the use of terminology, and language of a high standard?	Format:
Is the portfolio well written, interesting and easy to read?	Format:
Is the navigation user-friendly and intuitive?	Format:
Is the use of whitespace suitable?	Format:
Is there a clear and logical structure to the portfolio?	Structure:
Is there good quality data being used to structure the content?	Structure:
Is there a good clear introduction at the start of the portfolio?	Structure:
Is there a good clear summary at the end of the portfolio?	Structure:

Podcasts

Description

A podcast is a series of audio recordings that a user can download and listen at their own pace. The podcast usually features one or more hosts talking about a specific topic. Many podcasts include information such as an associated website with links and show notes, transcripts, additional resources, and additional commentary.

What to do?

Ask the students to:

- ***Create a podcast about a specific topic***
- ***Search for 2-3 relevant podcasts and justify why they are useful***
- ***Search for 2-3 relevant podcasts and critically review them***
- ***Search for 2-3 relevant podcasts and create 5-7 questions to aid reflection on it***

Podcast Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Podcast Title_____

Evaluation criteria	Notes
What is the main topic being discussed?	Content:
Does the podcast comprehensively cover the main aspects of the topic?	Content:
How original is the content presented?	Content:
How complex is the content presented?	Content:
Does the podcast include references to academic research or quality data sources?	Content:
Is the podcast sufficiently entertaining?	Format:
Is it formal or informal in the manner it is delivered?	Format:
Is there a single presenter or multiple presenters?	Format:
How long is the podcast?	Format:
Was the audio well-produced?	Format:
Was the audio used to enhance the information communicated?	Format:
Is the use of terminology, and language of a high standard?	Format:
Is there a clear and logical structure to the podcast?	Structure:
Is there a smooth transition between sub-topics?	Structure:
Is there a logical internal structure within each sub-topic?	Structure:
Is there good quality data being used to structure the content?	Structure:
Is there a good clear introduction at the start of the podcast?	Structure:
Is there a good clear summary at the end of the podcast?	Structure:

Poster (or Infographic)

Description

Posters or infographics are graphic visual representations about a particular topic. When designed well they can enhance a student's understanding of a particular topic, particularly given human beings ability to use visual information to see patterns and trends. The three key metrics of the success of an infographic are - appeal, comprehension, and retention. There are a range of software tools to help create a range of specific visualizations,

What to do?

Ask the students to:

- *Create a poster or infographic about a specific topic*
- *Search for 2-3 relevant poster or infographic and justify why they are useful*

Poster Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Poster Title_____

Evaluation criteria	Notes
What is the main topic being presented?	Content:
Does the poster comprehensively cover the main aspects of the topic?	Content:
How original is the content presented?	Content:
How complex is the content presented?	Content:
Does the poster include references to academic research or quality data sources?	Content:
Is the poster intuitive to understand?	Format:
Is the layout consistent throughout the entire poster?	Format:
Are the grammar, punctuation and spelling correct?	Format:
Are the diagrams on the poster clear and understandable?	Format:
Is the use of terminology, and language of a high standard?	Format:
Is visual layout being used to assist learning?	Layout:
Is the use of colour consistent and meaningful?	Layout:
Is the overall design of the poster meaningful?	Layout:
Is the poster aesthetically appealing?	Layout:
Is the information density overwhelming	Layout:
Is the use of whitespace suitable?	Layout:

Programming (Code and Video)

Description

Programming can include the gathering of requirements for a system, the design of code (using diagramming techniques), the development of that code, the testing of the code, and the evaluation of the code. If students are required to create a video, they can create a video of:

- The requirements of the system
- The design of the system
- The code in the system
- The system running
- The strengths and weaknesses of the system
- How the system compares to other similar systems.

What to do?

Ask the students to:

- ***Write a computer program about a specific topic***
- ***Create a video of the code, of the code running, of a discussion of why the code is good or bad, or a video or comparing this code to other similar systems, etc.***

Software Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Evaluation criteria	Notes
What does the program do?	General Features:
What programming language is it written in?	General Features:
What platform is it written for?	General Features:
Is the program author identified?	Documentation:
Is the program title identified?	Documentation:
Is there a description of the main functionality of the program?	Documentation:
Is the date of creation of the program recorded?	Documentation:
Are the main functions of the program identified and explained?	Documentation:
Are the main variables of the program identified and explained?	Documentation:
Is the variable naming consistent?	Naming:
Does variable naming adhere to a standard? (.e.g. t=temp, i=index)	Naming:
Does each module have a clear variable declaration schema?	Naming:
Is the module naming consistent?	Naming:
Does module naming adhere to a standard?	Naming:
Is there a clear main module?	Main Module:
Does the main module identify the broad functionality of the program?	Main Module:
Are there global variables declared?	Main Module:
Are all of the library calls clearly identified?	Main Module:
Are the parameters to modules clearly explained?	Module Communication:
Is it clear which modules call a particular module?	Module Communication:
Is it clear which modules are being called by a particular module?	Module Communication:
Does each module have a commented header section?	Module Communication:
Are the inputs from command line arguments clearly explained?	Input/Output:
Are the inputs from the terminal clearly explained?	Input/Output:
Are other inputs (file, network etc) clearly explained?	Input/Output:
Are the outputs to the terminal clearly explained?	Input/Output:
Are other outputs (file, network etc) clearly explained?	Input/Output:
Are the comments clear and easy to understand?	Comments:
Is there a sufficient ratio of comments to code?	Comments:
Do the comments clarify the structure of the code?	Comments:
Are all updates to the code clearly commented and dated?	Comments:

Does the indentation consistently demark specific "blocks" of code?	Format:

Does code blocking adhere to a convention e.g.
 	
`int main () {`   `int main()`
 	
`}`   versus   `{`
 	
                             `}`
	Format:

Is there sufficient error/exception checking in all modules?	Exception Handling:

Questionnaire

Description
A questionnaire is a set of questions for the purpose of gathering information about a specific topic. They typically include two types of questions; open-ended questions and close-ended questions. Open-ended questions are ones where the students can give any response they want, whereas close-ended questions are ones where they can only respond from a pre-defined set of answers.

What to do?
Ask the students to:

- ***Create a questionnaire about a specific topic***
- ***Search for 2-3 relevant questionnaires and justify why they are useful***

Video (of Presentation)

Description

A video, specifically using PowerPoint to structure that content, can be a very useful way for students to demonstrate their knowledge of a specific topic. The key question to remember is "what do you want them to do after your video is over?". The video should have factual evidence, data, documents and sources of information, to be credible.

Tips:

- When recording your video narration, it's very important to look at the camera to create the illusion of eye-contact with your audience. It means that wherever your camera is, that's where your notes (and thus your eyes) should be.

What to do?

Ask the students to:

- ***Create a video about a specific topic using PowerPoint slides to structure the content***
- ***Search for 2-3 relevant videos and justify why they are useful***

Video Checksheet

A task sheet for students to work through several times and hopefully then internalise.

Podcast Title_____

Evaluation criteria	Notes
What is the main topic being discussed?	Content:
Does the video comprehensively cover the main aspects of the topic?	Content:
How original is the content presented?	Content:
How complex is the content presented?	Content:
Does the video include references to academic research or quality data sources?	Content:
Is the video sufficiently entertaining?	Format:
Is it formal or informal in the manner it is delivered?	Format:
Is there a single presenter or multiple presenters?	Format:
How long is the video?	Format:
Was the video well-produced?	Format:
Was the video used to enhance the information communicated?	Format:
Is the use of terminology, and language of a high standard?	Format:
Is there a clear and logical structure to the video?	Structure:
Is there a smooth transition between sub-topics?	Structure:
Is there a logical internal structure within each sub-topic?	Structure:
Is there good quality data being used to structure the content?	Structure:
Is there a good clear introduction at the start of the video?	Structure:
Is there a good clear summary at the end of the video?	Structure:

Appendix A. Converting Checksheets into Rubrics

Let's take the example of the Podcast checksheet:

*Podcast Title*_____

Evaluation criteria	Notes
What is the main topic being discussed?	Content:
Does the podcast comprehensively cover the main aspects of the topic?	Content:
How original is the content presented?	Content:
How complex is the content presented?	Content:
Does the podcast include references to academic research or quality data sources?	Content:
Is the podcast sufficiently entertaining?	Format:
Is it formal or informal in the manner it is delivered?	Format:
Is there a single presenter or multiple presenters?	Format:
How long is the podcast?	Format:
Was the audio well-produced?	Format:
Was the audio used to enhance the information communicated?	Format:
Is the use of terminology, and language of a high standard?	Format:
Is there a clear and logical structure to the podcast?	Structure:
Is there a smooth transition between sub-topics?	Structure:
Is there a logical internal structure within each sub-topic?	Structure:
Is there good quality data being used to structure the content?	Structure:
Is there a good clear introduction at the start of the podcast?	Structure:
Is there a good clear summary at the end of the podcast?	Structure:

Move the Criteria on the Right to the Left:

Criteria
Content
Format
Structure

Assign a percentage criteria based on the number of descriptors on the left:

Criteria	%
Content	30%
Format	35%
Structure	35%

Add marking ranges to the right of the table:

Criteria	%	Poor	OK	Good	Excellent
Content	30%				
Format	35%				
Structure	35%				

Consider using the following words for each marking range:

Criteria	%	Poor	OK	Good	Excellent
Content	30%	*No…* *Not…*	*A little…* *weak…*	*Somewhat…* *Good…*	*Highly…* *Very…*
Format	35%	*No…* *Not…*	*A little…* *weak…*	*Somewhat…* *Good…*	*Highly…* *Very…*
Structure	35%	*No…* *Not…*	*A little…* *weak…*	*Somewhat…* *Good…*	*Highly…* *Very…*

Calculate percentage ranges using the following table:

Poor	OK	Good	Excellent
0-39%	*40-54%*	*55-69%*	*70-100%*

For each percentage criteria, calculate the ranges:

Criteria	%	Poor	OK	Good	Excellent
Content	**30%**	0-12%	13-19%	20-25%	25-30%
Format	**35%**	0-14%	15-21%	22-28%	29-35%
Structure	**35%**	0-14%	15-21%	22-28%	29-35%

Identify themes per criteria based on descriptors:

Criteria	%	Poor	OK	Good	Excellent
Content	30%	comprehensively originally complexity academic sources	comprehensively originally complexity academic sources	comprehensively originally complexity academic sources	comprehensively originally complexity academic sources
Format	35%	Entertaining Format-complexity well-produced audio is helpful	Entertaining Format-complexity well-produced audio is helpful	Entertaining Format-complexity well-produced audio is helpful	Entertaining Format-complexity well-produced audio is helpful
Structure	35%	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion

Add percentage ranges:

Criteria	%	Poor	OK	Good	Excellent
Content	30%	comprehensively originally complexity academic sources	comprehensively originally complexity academic sources	comprehensively originally complexity academic sources	comprehensively originally complexity academic sources
		0-12%	13-19%	20-25%	25-30%
Format	35%	Entertaining Format-complexity well-produced audio is helpful	Entertaining Format-complexity well-produced audio is helpful	Entertaining Format-complexity well-produced audio is helpful	Entertaining Format-complexity well-produced audio is helpful
		0-14%	15-21%	22-28%	29-35%
Structure	35%	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion	logical structure between sub-topics logical structure inside each sub-topic. Introduction and conclusion
		0-14%	15-21%	22-28%	29-35%

Criteria	%	Poor	OK	Good	Excellent
Content	30%	Not covered comprehensively, originally or with complexity. No academic sources.	Covered a little comprehensively, originally and with complexity. A few academic sources.	Covered somewhat comprehensively, originally and with complexity. Some academic sources.	Content is highly covered comprehensively, originally and with complexity. Excellent academic sources.
		0-12%	13-19%	20-25%	25-30%
Format	35%	Content is not entertaining, and doesn't show complexity in format. Content not at all well-produced, and audio is unhelpful.	Content is a little entertaining, and shows little complexity in format. Content is a little well-produced, and audio is a little helpful.	Content is somewhat entertaining, and shows some complexity in format. Content is somewhat well-produced, and audio is somewhat helpful.	Content is very entertaining, and shows lots of complexity in format. Content is highly well-produced, and audio is very helpful.
		0-14%	15-21%	22-28%	29-35%
Structure	35%	Content has no logical structure between sub-topics or inside each sub-topic. Content has no introduction or conclusion	Content has weak logical structure between sub-topics or inside each sub-topic. Content has a weak introduction and conclusion	Content has good logical structure between sub-topics or inside each sub-topic. Content has a good introduction and conclusion	Content has excellent logical structure between sub-topics or inside each sub-topic. Content has an excellent introduction and conclusion
		0-14%	15-21%	22-28%	29-35%

Fin