

Evaluation Rubrics for EduTec thesis

Dear EduTec students,

Within the EduTec School and training offers, we have a wide variety of Bachelor (BA) and Master (MA) theses ranging from new *techno-didactic concepts*, *stakeholders' analysis* to *infrastructure components for AI-supported learning and teaching*.

In order to be transparent about the assessment process and guarantee comparable quality standards for BA / MA thesis, we have developed the following assessment rubrics to evaluate the quality of a thesis. After your thesis expose is delivered, please consult with your thesis supervisor which assessment rubric best suits your thesis.

Please note that this document aims to make you aware of our expectation to EduTec thesis; We regularly review the fitting of the assessment rubrics to the BA/MA thesis. So, we might have already some new rubrics in use. Therefore, no rights can be granted to this document at any moment.

All thesis types have a maximum of 100 points. Depending on thesis type, some subcategories will have different weights (points = percentage weighting). For example, in a design-driven thesis, system development accounts for 70% of points; in design-driven + small evaluation thesis, system development accounts for only 50%, as the remaining 20% of points account for the evaluation of the design.

Design-driven theses

General Aspects 30

System Development 70

Research-driven theses

General Aspects 30

Theory/LitReview/RQ's 30

Research 40

Design-driven + small evaluation theses

General Aspects 30

System Development 50

Evaluation 20

Rubric for design-driven theses

Category	Rubric: General Aspects (max points = 30)	Points
1. Project Management	The student took the lead on the project, delivered everything on time, continuously identified important action points, organized meetings with the supervisors and came prepared to them.	5
2. Difficulty of the problem	The project was very challenging. The student had to think outside of the box and do some research to fulfil the project's requirements.	5
3. Originality	The project was extraordinarily original. The student developed an innovative solution.	5
4. Applicability	The presented project is highly applicable. The project aims to solve current issues which are presented and discussed in the introduction of the Thesis.	5
5. Readability and structure	The structure is consistently comprehensible and purposeful, in line with the interest in knowledge/the task, and contributes to comprehension. The linguistic expression is consistently fact-oriented with an appropriate choice of words and precise formulations. Technical terms are used consistently, precisely and in relation to the scientific discourse. The text is free of errors.	10
Category	Rubric: System Development (max points = 70)	Points
6. Requirement Analysis	The student researched and identified the requirements for the project to be successful. Either the student extracted them from the state-of-the-art or from possible users of the proposed solution. Requirements are clearly described.	20
7. System design	The developed system architecture includes state-of-the-art components and meets the requirements of the proposed solution. Considerations of design alternatives was present. The system design is clearly described.	25
8. System implementation	The implementation works smoothly, it is fully functional. The code for the implementation is available, well explained and documented.	25

Rubric for research-driven thesis

Category	Rubric: General Aspects (max= 30)	Points
1. Project management	The student took the lead on the project, delivered everything on time, continuously identified important action points, organized meetings with the supervisors and came prepared to them.	5
2. Difficulty of the problem	The project was very challenging. The student had to think outside of the box and do some research to fulfil the project's requirements.	5
3. Originality	The project was extraordinarily original. The student developed an innovative solution.	5
4. Applicability	The presented project is highly applicable. The project aims to solve current issues which are presented and discussed in the introduction of the Thesis.	5
5. Readability and structure	The structure is consistently comprehensible and purposeful, in line with the interest in knowledge/the task, and contributes to comprehension. The linguistic expression is consistently fact-oriented with appropriate choice of words and precise formulations. Technical terms are used consistently, precisely and in relation to the scientific discourse. The text is free of errors.	10
Category	Rubric: Literature Review / Theory & Framework / Research Questions (max points = 30)	Points
6. Literature review	The literature search and review is comprehensive, fully documented and systematic. The state of research is well-represented.	10
7. Theory / framework	Identifying and incorporating a fitting theory/framework to inform this research project. Central claims, origins, and main references are introduced comprehensively.	10
8. Research questions	Well-formulated research questions that flow from the current state of the literature.	10
Category	Rubric: Research (max points = 40)	Points
09. Study design/ method	The purpose of the study, research questions, method and instruments were clearly defined. The applied method and instruments are adequate to answer the proposed research questions.	10
10. Data collection and measures	The data were appropriately collected according to the method and sufficient to provide answers to the research questions.	10
11. Analysis	The results obtained were analyzed with the correct methods.	10

of results	Comprehensive conclusions were derived from the collected data. The analysis and presentation of the results were clearly described.	
12. Discussion of results and conclusions	Results are clearly discussed pointing out to what degree they answer the research questions and to what point they can be generalized. Limitations of the work are clearly discussed. The main conclusions of the project are pointed out. There is a clear line of how conclusions were derived from results.	10

Rubric for Design-Driven + Small Evaluation theses

Category	Rubric: General Aspects (max points = 30)	Points
1. Project management	The student took the lead on the project, delivered everything on time, continuously identified important action points, organized meetings with the supervisors and came prepared to them.	5
2. Difficulty of the problem	The project was very challenging. The student had to think outside of the box and do some research to fulfil the project's requirements.	5
3. Originality	The project was extraordinarily original. The student developed an innovative solution.	5
4. Applicability	The presented project is highly applicable. The project aims to solve current issues which are presented and discussed in the introduction of the thesis.	5
5. Readability and structure	The structure is consistently comprehensible and purposeful, in line with the interest in knowledge/the task, and contributes to comprehension. The linguistic expression is consistently fact-oriented with appropriate choice of words and precise formulations. Technical terms are used consistently, precisely and in relation to the scientific discourse. The text is free of errors.	10
Category	Rubric: System Development (max points = 50)	Points
6. Requirement analysis	The student researched and identified the requirements for the project to be successful. Either the student extracted them from the state-of-the-art or from possible users of the proposed solution. Requirements are clearly described.	10
7. System design	The developed system architecture includes state-of-the-art components and meets the requirements of the proposed solution. A consideration of design alternatives was present. The system design is clearly described.	20
8. System implementation	The implementation works smoothly, it is fully functional. The code for the implementation is available, well explained and documented.	20
Category	Rubric: Evaluation (max points = 20)	Points
9. Evaluation design & methods	The evaluation design is well-chosen using state-of-the-art methods. The author provides a sound argument for the chosen evaluation approach.	5
10. Data collection & measures	Appropriate data is collected using state-of-the-art measures.	5

11. Reporting	Transparent and comprehensive reporting. The author provides all necessary information to judge the soundness of the evaluation approach.	5
12. Addressing evaluation question	The evaluation question(s) is/are satisfactorily addressed and discussed. All discussed implications are entirely supported by data or the literature.	5