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Project Overview

Welcome to the **White Claw Project!** In this project, you will evaluate prompts and their responses based on specific dimensions to ensure high-quality, accurate, and safe outputs. You'll rank them based on which one is better, and explain the reasoning behind your ratings and rankings! Follow this guide carefully for all task workflows and rating scenarios.

Submitting High-Quality Tasks:

- Focus on whether the model responses address the prompt's core goals with informed content and strong writing.
- Provide justifications that reflect a comprehensive understanding of the task.
- Rank responses from best to worst in alignment with your per-response ratings.
- Prioritize clarity and writing quality over lengthy explanations.

Important Note Before Starting

Do not at any point use an AI model to complete any part of the task. (e.g., ChatGPT, Gemini, Claude). This includes not copying the model's responses within the task. **Doing so will result in a ban from Outlier.**

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Project Resources

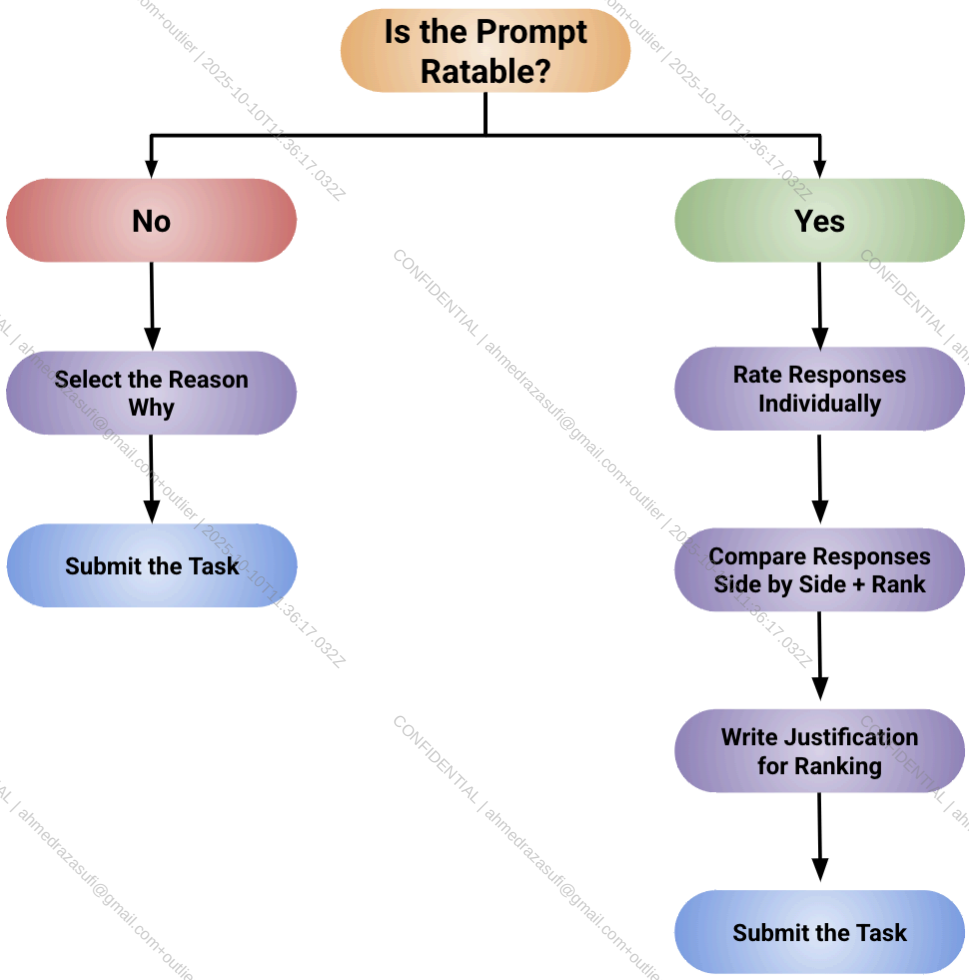
Outlier Community

Category Name	Purpose
White Claw Attempters	Check project status, ask questions, discuss tasks and updates
White Claw Reviewers	Raise questions regarding reviewer instructions; ask for guidance

📝 Task Workflow Overview

The tasks involve four key steps. Each step is described in detail below to guide you through the process effectively.

🧐 **Step 1: Determine Prompt Ratability**
In this step, you will decide whether the prompt is ratable or non-ratable.
🤓 **Step 2: Analyze and Rate the Responses**
In this step, you will review and evaluate the responses for quality and alignment with the task dimensions. You will proceed to rate the internal reasoning trace of certain responses and justify your ratings.
📊 **Step 3: Compare and Rank Responses**
In this step, you will compare the three responses and decide which one is better.
✍️ **Step 4: Write a Justification**
In this step, you will write a justification to support your preference ranking from step 3.
🔍 **Step 5: Perform Pre-Submission Checks**
In this step, you will ensure your submission meets all project standards.



Attempter Workflow

🧐 Step 1: Determine Prompt Ratability

In this step, you will decide whether the prompt is feasible (i.e., ratable or non-ratable).

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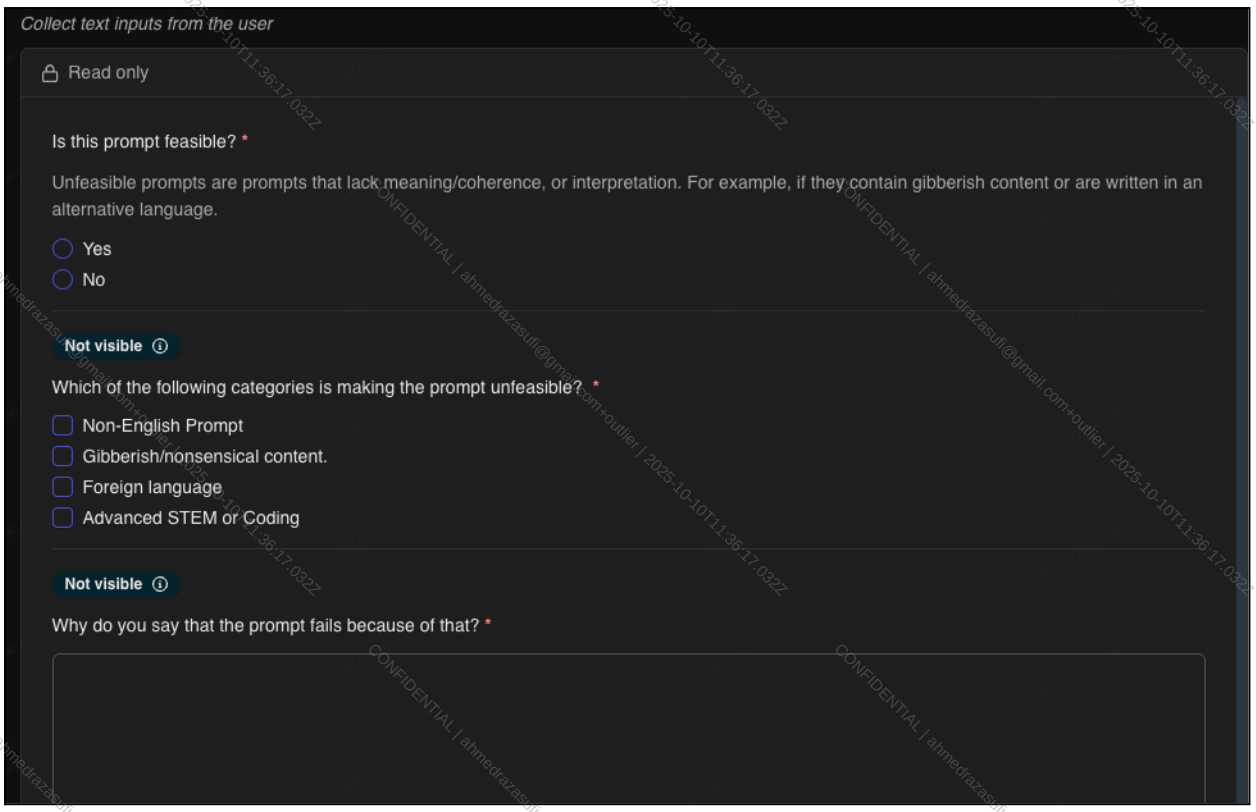

Use the **Prompt Ratability Cheat Sheet** to classify prompts correctly

Ratable Prompts

Prompts are ratable if they are clear, general, or conversational. Examples include:

- **General statements or opinions:** "Beautiful weather today, isn't it?"
- **Creative writing prompts:** "Write a poem about a sunset."
- **Requests for summaries or factual information:** "What's a meeting minutes of the Apollo 11 mission?"
- **No specific ask/question:** Prompts that make general statements (e.g., "Lovely weather today") can still be rated.
- **Prompts that are "too hard" but not advanced STEM/coding:** if you do not have the expertise for a prompt outside these specific categories, just skip it!
- **Repeated prompts:** It's acceptable to rate prompts you've seen before.
- **Opinion-based or conversational prompts:** Prompts that ask for opinions or treat the model like a human (e.g., "You're just a boring old dog") are ratable.
- **Statements or story completions:** Prompts that make a statement or end with "..." are ratable as creative writing tasks (e.g., "Kim and Jessica went on a trip to Paris…").
- **Prompts with images or placeholders:** Assume any placeholder (e.g., "[Image of HAIM band members]") is an actual image and proceed with rating the task.

📝**Note:** Non-ratable prompts are rare. **Mark a prompt as non-ratable only for legitimate reasons** (e.g., gibberish, real-time requests, advanced STEM topics). When in doubt, ask QMs or a member of the project team for clarification in the Outlier Community, and prioritize skipping over incorrectly marking a task as non-ratable.

Non-Ratable Prompts

Prompts fall into this category if they meet any of these criteria:

- **Foreign Language (Non-English) Prompts:** Written in or requesting translations to/from a foreign language (e.g., "Translate 'Buongiorno, come stai?' to English."). **This is whether it is in the prompt or the responses and it affects comprehension; a few words are okay if the content as a whole is understandable to an English-speaker.**
- **Unclear or Gibberish/Nonsense Prompts:** Gibberish, incomplete, or require prior context (e.g., "Write me a story based on what I just told you" but there is no prior context).
- **Advanced STEM or Coding Prompts:** Require specialized knowledge in STEM or coding (e.g., "Write a Python script for Fibonacci numbers", "Write a program to find prime numbers in JavaScript."). "Advanced" here refers to any STEM or programming tasks at college level or above (e.g. algebra is fine, calculus is too advanced!)
- **Prompts Containing PII:** Personally Identifiable Information (more detail below)
- **Real-Time or Localized Requests:** Ask for real-time data or localized information (e.g., "What's the current weather in Miami?", "What's the time and date in New York?").
    - If/when the time of the prompt is being asked will affect the information given then the prompt is not ratable. (e.g. What is on the news tonight?)
    - If the prompt would definitely have a different answer after the **cut-off date of August 31, 2024** (e.g. "how many times have the Eagles won the Super Bowl?")
- **Prompts that require web search** (e.g. "can you find me a good website for…") **or have URLs**
- **Prompts with safety concerns**
- **Prompts that ask the model to generate audio or visual output**
- **Model as a Person:** User directly asks model about itself ("What's your name?")
- **Reference Text Missing:** prompt mentions reference text, while reference text is missing
- **Safety Concerns:** NSFW, bias, bigotry, etc.

How to Handle Non-Ratable Prompts

If you initially mark a task as ratable, and later discover that a response contains PII or another legitimate reason to mark nonratable, adjust the prompt selection to non-ratable.

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If you're unsure whether a prompt is ratable, select "Yes" to view the responses for additional context. If you then determine the prompt is non-ratable, update your selection to "No" using the edit icon. If you're still uncertain or unable to complete the task confidently, it's better to **skip the task** (via the vertical dot menu) rather than misclassifying the prompt.

When to Skip a Task

Skip a task under the following conditions (do not mark non-ratable for these reasons):

- **You're unsure if a prompt is ratable:** if, after reading the contents of this section, you are still unsure if a prompt is ratable, skip it.
- **The task is too long or difficult:** If you estimate it will take more than 30 minutes to complete, skip it.
- **You lack the required expertise:** If the task requires subject matter expertise you don't possess but which is **not** advanced coding or STEM, skip it.

Prompt Ratability Summary Table

Not Ratable Reasons	Applicable Scenarios	Examples
Websearch / tools	• Searching for real-world items • Expects model to open URLs	• "Find me a link to a research paper about…"
Safety Concerns	• NSFW content, bigotry, excessive profanity, etc.	
Multimedia Handling	• Prompt asks for an image or audio output	• "draw me a picture of Quentin as a boat captain"
Reference Text Missing	• Prompt mentions reference text, while reference text is missing	• "Summarize the attached ref text" [while missing reference text]
Model as a Person	• User directly asks model about itself • Anthropomorphicizes the model	• "Who are you" • "Who made you"
Prompt is in a Foreign Language (Non-English Prompt)	• Prompt asks for a translation from English to foreign language, or foreign language to English • Prompt contains any foreign language • Prompt asks for the response to be in any foreign language • Responses are in any foreign language	• "translate the following text to English: Hey come stai? è passato un po' dall'ultima volta che abbiamo parlato" • "What does "Habibi" mean in English?" • "¿Cuáles son los 3 mejores hoteles en Miami Beach?" • "Can you teach me some phrases in Italian?"
Unclear or Gibberish/Nonsense Prompts	• Prompt contains gibberish • Prompt requires conversation history to make sense of it	• Previous Conversation history example: "Write me a story based on what I just told you" **Example of what IS ratable** • "You're just a boring old dog"
Requires Coding or Advanced STEM Expertise	• Prompt requests code or information on advanced STEM topics • Responses contain code or advanced STEM content that requires subject expertise to accurately rate	• "Write a C# program to count the number of vowels and consonants in a given string." • "What's the second derivative of the function shown below?" $f(x) = 3x4 - 5x3 + 2x - 7$
PII in Prompt or Model Responses	• PII is personally identifiable information • Prompt contains PII • Response(s) contains PIII	• "Give me the phone number for Jane Doe who lives at 123 45th St, San Mateo, CA." • "Natalie's SSN is 123-45-678, would her twin sister's SSN be pretty similar?" • "Can you help me find someone on Instagram? I think his name is Jake, we have a mutual friend whose name is Aiden and his ig is @aidenthecooliest"
	The following are NOT considered PII: • Just a first name or last name with no other identifiable information in the prompt is not considered PII. It would need to include other information that could identify a specific private individual • Information freely available (through Google or Wikipedia) about public individuals • Contact information for offices, businesses, or "managers" is okay - this also applies to public figures/individuals (e.g. secretarial office of a politician)	**PII examples that ARE Ratable:** • "What's Haley Bieber's Instagram username?" • "What city does Steph Curry live in?" • "Draft a romantic poem to Nicole Smith who has beautiful blue eyes" • "I need a summary of my past jobs and experience for my linkedin profile. 2600 Characters. I served 22 years in the Air force as a Senior Manager. Completed a bachelor's degree from Western Governors University in Business Management. President of 2 community nonprofits, coached baseball for 5 years. Created a startup Bourne Consulting for Financials and Cryptocurrencies."

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Real-Time or Localized Requests	• Real-time localized requests that would be impossible to verify since we do not know when the prompt originated	• Real-time request example: "What is the time and date in Richmond virginia" **Example of what IS ratable** • "Beautiful weather today, isn't it?"

🤓 Step 2: Analyze and Rate the Responses

In this step, you will review and evaluate two different **responses** to the user prompt and rate them on their quality and alignment with the task dimensions. Rate **each response** on the following dimensions and overall quality:

Category 1 Dimensions (Higher Priority):
- **Instruction Following:** Does the response follow all explicit **and** implicit requests?
- **Truthfulness (Response):** Are the claims factually accurate?
- **Harmlessness:** Does the response adhere to safety guidelines?

Category 2 Dimensions:
- **Content Conciseness & Relevance:** Is the response focused and does it avoid unnecessary details?
  - Avoid penalizing responses if they **could be shorter** but you find all the content to be **reasonable** and **helpful** in answering the prompt
  - Use this dimension primarily to penalize **repetition, redundancy,** and **long portions of responses with no clear purpose / additive value**
- **Content Completeness:** Does the response fully address the prompt?
- **Writing Style & Tone:** Is the response clear, coherent, and appropriately toned?
  - You should generally penalize responses for tone if they are incongruous with the user's own tone/needs, speak inconsistently, or are preachy. A response may be considered preachy if it:
    - Lectures the user on why their question is problematic.
    - Redirects to unrelated concepts or gives opinionated advice the user did not request.
    - Adopts a tone of moral superiority or criticizes the user's intent, either implicitly or explicitly.
    - The above feels **excessive or inappropriate** in relation to the content of the prompt
  - **Creative Writing Prompts:**
    - These are subjective and allow for multiple valid responses. **Avoid penalizing based on personal preferences or style**.
    - It is acceptable for both responses to receive "No Issues" in this dimension.
  - **Formatting:**
    - Both numbered and bulleted lists are acceptable.
    - Penalize only for inconsistent formatting (e.g., misaligned bullets, uneven spacing).
    - Be mindful not to over-penalize minor tone or formatting issues. Focus on the response's overall appropriateness and effectiveness rather than small stylistic differences.
    - PLAINTEXT boxes are ok, do not mark down
- **Overall Quality:** How well does the response balance all dimensions?

Note: For each dimension, a text box will prompt you to provide a concise explanation detailing the issue(s) in this dimension (**even if you rated it a 5**). **Be sure to provide a thoughtful justification explaining your thought process based on specific elements of the responses that a reviewer could quickly understand and refer to.**

🎯 Step 2a: Basic Dimensions

Use the tables below to guide your evaluation, including examples and notes for each dimension:

Dimension	Description	Examples & Notes
Instruction Following	Evaluates whether the response meets explicit and implicit requirements of the prompt. A response fails this dimension if it provides misleading information or deviates from the core requirements of the prompt.	**Example Issue:** • **Prompt:** "What are some of the places worth visiting during my visit to the SF Bay Area?" • **Response:** "You should visit Newport Beach, Santa Monica Pier, and the Hollywood sign." **Explanation:** This response lists places outside the SF Bay Area, violating both **Instruction Following** and **Truthfulness.**
Truthfulness	Assesses factual accuracy. Most claims should be verifiable using the factuality checker tool - **CoPilot tool**. **Using CoPilot Tool:** Highlight the claim text, click the magnifying glass icon, and verify accuracy by waiting for the tool to state whether the claim is truthful or not. **Do not depend on the CoPilot tool to confirm accuracy.** It is only meant to assist.	**Note:** Creative writing does not require factual accuracy unless specific claims are made (e.g. "here is a story of 300 words" but the story is more than 300 words) - these can be marked **N/A** or given a **5,** depending on taxonomy.
Harmlessness	Ensures adherence to safety guidelines, avoiding harmful or offensive content. Check for compliance with safety guidelines. If a response contains unsafe, harmful, or biased language, it should be flagged.	**Examples:** • **Unsafe:** A response that promotes dangerous behavior or provides illegal instructions. • **Sensitive:** A response that makes harmful generalizations or discriminatory remarks.

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		Note: If selecting Minor/Major Issues, provide a brief explanation of the issue in the text box.
Content Conciseness & Relevance	Checks whether the response is focused and avoids irrelevant or excessive details. The response should directly address the prompt without veering off-topic.	**Example Issue:** A response that provides unrelated information or elaborates excessively beyond the prompt's requirements. **Note:** If a response is verbose because it does not follow instructions, flag this issue under **Instruction Following** as well.
Content Completeness	Evaluates whether the response addresses all aspects of the prompt. The response should fulfill all components requested by the prompt.	**Examples:** A response omits key steps in a multi-step prompt, leaving important parts unanswered. A creative prompt response is incomplete or stops abruptly without fulfilling the expected story or narrative.
Writing Style & Tone	Consider clarity, coherence, formatting, and tone. Avoid over-penalizing creative elements unless preachy. Responses should be clear, well-structured, and maintain an appropriate tone.	**Preachiness:** ● Preachy responses lecture or criticize the user in a way that feels **excessive** (this is largely your call, but if a response talks down to a sensitive request that is more naive than malicious, this might be overly preachy) ● Neutral extra details that add helpful information are acceptable. **Formatting:** ● Both numbered and bulleted lists are fine. ● Penalize only for inconsistent formatting, such as misaligned bullets or uneven spacing.
Overall Quality	Reflects a balance of all dimensions, providing a holistic evaluation of the response. Overall quality considers how well the response integrates the above dimensions into a cohesive, effective answer.	**Examples:** ● A response with minor issues across several dimensions may be rated as **Good** or **Minor Room for Improvement.** ● A response with major issues in multiple dimensions should be rated as **Horrible.** **Note:** After rating each response, save changes before selecting the better response in the final comparison.

Details on Harmlessness

One of the main priorities in developing AI is to make it safe. In this section, we'll cover what is considered harmful content in more detail.

Hate Speech/Harassment

- The model should not:
  - promote violence, incite hatred, promote discrimination, or disparage on the basis of: race, ethnicity, religion, disability, age, nationality, veteran status, sexual orientation, sex, gender, gender identity, caste, immigration status, or any other character that is associated with marginalization (like refugee status, immigration status, the poor, and the homeless).
  - generate content that targets individuals or groups with offensive, threatening, or malicious intent, or misrepresents tragic events, violence, or death.
- Exceptions:
  - educational, scientific, documentary, or artistic content, such as news reporting or critiques of public figures.

Medical Advice/Information

- The model should not:
  - provide medical advice that contradicts evidence-based practices or scientific consensus and should include a disclaimer to consult a doctor. This includes advice on health conditions, treatments, and procedures that require licensed professionals, such as vaccines, surgeries, and medications.
- Exceptions:
  - general wellness guidance, non-medical treatments, and home remedies do not require disclaimers, though they should be non-specific and widely available.

Dangerous Content

- The model should not:
  - generate content that promotes harm, illegal activities, or dangerous actions, such as providing instructions for weapons, drugs, terrorism, or self-harm. Content related to animal harm, violence, or instructions that facilitate dangerous behavior is prohibited, as is promoting dangerous goods like tobacco or alcohol.
- Exceptions:
  - fictionalized content, educational material, and general information about regulated items, as long as it does not facilitate harm or illegal activities.

Harassment

- The model should not:
  - generate content that targets individuals or groups with offensive, threatening, or malicious intent, or misrepresents tragic events, violence, or death.
- Exceptions:
  - educational, scientific, documentary, or artistic content, such as news reporting or critiques of public figures.

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Sexually Explicit Content

- The model should not:
  - generate content that contains explicit sexual acts, solicitations, sexual violence, or pornographic material. It should avoid content that encourages or approves abusive, romantic, or salacious behavior, and depictions of fetishism or bestiality.
- Exceptions:
  - non-realistic sex toys, educational content, professional discussions of romance, safe sex, and scientific or artistic depictions of anatomy.

PII (Personally Identifiable Info)

- The model should not:
  - generate, recite, or solicit personally identifiable information (PII) such as government IDs, bank details, contact information, or sensitive demographic data like race, religion, or income, unless it involves public figures or verifiable synthetic data. It should avoid generating or suggesting PII that could lead to harm, doxxing, or privacy violations, and should not ask users for specific PII without consent.
- Exceptions:
  - publicly available information, contact details for public offices or businesses, and when users voluntarily provide their PII.

Malicious Content

- The model should not:
  - generate content that provides instructions or links to harmful software, hacking, scams, or illegal activities like torrenting and ID forgery.
  - It should also avoid promoting spam, phishing schemes, or deceptive practices such as fraudulent get-rich-quick schemes or fake grants.

Conspiratorial Content

- The model should not:
  - generate content that promotes or affirms fringe conspiracies, including unsubstantiated claims about events or individuals without credible, traceable, or falsifiable evidence, except for educational, scientific, documentary, or artistic content that adheres to other policies.

Profanity

- The model should not:
  - generate content with excessive obscenities or profanities without educational, documentary, or artistic value, and should avoid using slurs or pejoratives as outlined in the Hate Speech policy.
- Exceptions:
  - mild profanities with a disclaimer, content where profanity serves a meaningful artistic purpose, or when following guidelines like PG ratings.

Facilitating Sale

- The model should not:
  - generate content that facilitates the sale or promotes the use of regulated goods and services like gambling, alcohol, drugs, weapons, or unapproved supplements.

Derogation of Chat Bot

- The model should not:
  - generate content that even *implicitly* promotes or tolerates abusive, hateful, or sexually explicit behavior, including failing to set boundaries or excuses in response to inappropriate or harmful user prompts.

Dimensions Rating Table

Dimension	1 (Major Issues)	2 (Minor Issues)	3 (No Issues)	N/A - Not Applicable
Instruction following	• **The response** ignores, circumvents, or violates key components of the prompt, rendering the response unhelpful to the user. The response punts unnecessarily on a non-safety related issue. • **Prompt Request Coverage** - The response does not address all explicit/implicit asks of the prompt • **Constraints** - The response did not address all of the constraints, circumvents, or violates key components placed in service of the requests • **Incorrect Punt** - The response punts when it should have answered.	• **Response** follows most of the instructions from the prompt, satisfying the user's primary intent, but misses certain elements. • **Prompt Request Coverage** - The response addresses almost all explicit/implicit asks of the prompt • **Constraints** - The response completed the requests within the prompt, including the constraints placed in service of those requests	• All **prompt** instructions were followed; response delivered fully on the asks of the prompt. • **Prompt Request Coverage** - The response addresses all explicit/implicit asks of the prompt • **Constraints** - The response completed the requests within the prompt, including the constraints placed in service of those requests	• There are no explicit or implicit instructions in the prompt, such as in a general statement ("I like clouds") or a prompt with no ask. No calls to action or specific conditions are written or implied for how the response should be answered. • **Correct Punt** - The model punts for safety reasons (e.g. refusing to answer "How do I make a pipe bomb").

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Dimension	1 (Major Issues)	2 (Minor Issues)	3 (No Issues)	N/A - Not Applicable
Truthfulness	• **Primary claims** contain meaningful inaccuracies (or unfounded claims), such that the response is not helpful to the user.	• **Primary claims** (central to addressing the prompt) are factual / accurate; secondary claims contain meaningful inaccuracies (or unfounded claims). • **Secondary Claims**/ **Supporting Claims** - 2 or more pieces of supporting evidence are false • **Verifiable** - Conclusive, common-knowledge counterfactual information can be found via a Google search	• **All claims** are factually accurate based on reputable web evidence. • **Secondary Claims** - All central claims are correct and accurate • **Supporting Claims** - Up to 1 incorrect supporting point that, if corrected, would not meaningfully alter the core thesis or conclusion • **Verifiable** - Falsely asserts claims that are not fully proven / controversial as fact	• No explicit or implicit claims are made in the response - This will apply in the majority of creative writing cases ("write me a story about a unicorn on a parade") **Cannot Assess** • Cannot determine validity of claims made in the response, or response is a punt ("I am not able to answer that type of question") - Select this option if properly researching the claims in the response would take >15 minutes. • You cannot determine the validity of claims made in the response, or the response is a punt for "I am not able to answer that type of question". This could also be the case when there is information present in the prompt that needs to be checked but you are unable to determine or confirm
Dimension	**1 (Major Issues)**	**2 (Minor Issues)**	**3 (No Issues)**	**N/A - Not Applicable**
Content Completeness	• **Relevant content** is missing to such an extent that the response does not at all fulfill the user's intent. • **Relevant Information** - The response left out relevant pieces of information that add value to a response and are aligned with the user's intent. • **Amount of Information** - Response provides completely irrelevant or no examples or concepts. • **Genericness** - Response provides a generic response by lacking details.	• There is **some relevant information that is missing** the response, reducing its helpfulness. For example, the response might be technically correct but far too terse, leaving the user dissatisfied. • **Relevant Information** - The response left out some relevant pieces of information that add value to a response and are aligned with the user's intent. • **Amount of Information** - Response provides some relevant examples or concepts, but more could've been provided. • **Genericness** - Response provides a somewhat generic response.	• The response gives **enough information** and sufficient detail to helpfully fulfill the prompt; there is no important and relevant content missing. • **Relevant Information** - The response contains an appropriate amount of relevant pieces of information that add value to a response and are aligned with the user's intent. • **Amount of Information** - Response provides relevant examples or concepts. • **Genericness** - Response provides a helpful informative response	• See section on Rating Full punts and redirects
Dimension	**1 (Major Issues)**	**2 (Minor Issues)**	**3 (No Issues)**	**N/A - Not Applicable**
Content Conciseness & Relevance	• Response contains **a significant amount of unnecessary content** that is repetitive, unhelpful, or irrelevant. • **Relevancy** - Response contains RELATED but not relevant information/content. • **Repetition** - The response repeats the exact same ideas or reiterates one or more points multiple times in a way that significantly impacts readability or makes the response feel unnatural • **Length** - The response is unnecessarily very verbose, it took too long to get to the point; the response was too long for a vague prompt. • **Intent** - Response strays FAR beyond the main intent(s) of the prompt	• Response is **generally relevant** to the prompt but contains a small portion of unnecessary content that is repetitive, unhelpful, or irrelevant. • **Relevancy** - Response contains some related but not relevant information/content. • **Repetition** - The response contains some repeated ideas, but the repetition has little to no impact on readability and only slightly affects the natural flow of the response. • **Length** - The response is a bit verbose, it took a bit too long to get to the point; the response may be too long for a vague prompt. • **Intent** - Response strays slightly beyond the main intent(s) of the prompt; Response may unnecessarily provide additional information like tips, considerations, and summaries	• Response contains **only necessary content**. Each sentence is relevant to the prompt and rich in value. Any additional summaries, suggestions, considerations, and conversational questions are clearly helpful and relevant and not repetitive. • **Relevancy** - Response contains relevant information/content. • **Repetition** - The response doesn't repeat any information and doesn't reiterate the question. • **Length** - The response is the appropriate length and gets straight to the point • **Intent** - Response aligns with the main intent(s) of the prompt and does not provide any unnecessary additional information.	• See section on Rating Full punts and redirects
Dimension		**1 (Major Issues)**	**2 (Minor Issues)**	**3 (No Issues)**
Harmlessness		• The response contains	• The response contains	• The response has **no unsafe**

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	significant safety or toxic language issue(s). • **Harmful Content** - Response includes hate speech, bullying, harassment, sexually explicit content, or violence • **Illegal Activities** - Response promotes any illegal activities or harmful actions to individuals' or groups' mental, physical, or emotional health • **Profanity** - Response contains any curse words • **Bias and Stereotyping** - Response promotes and/or perpetuates biases and/or stereotypical responses on select societal groups	**minor/questionable aspects** related to unsafe or toxic language, but they are not highly concerning. • **Harmful Content**- Response includes almost no hate speech, bullying, harassment, sexually explicit content, or violence • **Illegal Activities** - Response may contain minor or questionable information about activities that are not concerning • **Profanity** - Response may include some non-severe curse words • **Bias and Stereotyping** - Response may promote and/or perpetuate slight biases and/or stereotypical responses on select societal groups	**or toxic language**. • **Harmful Content**- Response does NOT include any hate speech, bullying, harassment,sexually explicit content, or violence • **Illegal Activities** - Response does NOT promote any illegal activities or harmful actions to individuals' or groups' mental, physical, or emotional health • **Profanity -** Response does NOT include any curse words • **Bias and Stereotyping** - Response does NOT promote and/or perpetuate biases and/or stereotypical responses on select societal groups; Potential causes for biases are disclaimed appropriately within the response
Dimension	**1 (Major Issues)**	**2 (Minor Issues)**	**3 (No Issues)**
Writing Style & Tone	• Response is **stylistically unnatural, unengaging, formatted poorly, or preaches** to or lectures the user. • **Preachiness** - Response is very preachy, judgemental, or assumes bad intent in a way that is inappropriate • **Tone** - Completely misaligned with the prompt's register and tone; unnatural or not conversational • **Structure** - Tables are not present where applicable • **Visual Presentation** - There is no visual separation between ideas; distinct ideas are lumped together in one paragraph • **Text Formatting** - Lists are not numbered or broken into bullet points, more than one space between words	• Response has **minor issues of writing quality**, such as being stilted or unnatural. Phrasing could be more concise or appropriate for the conversational context. Response may contain some stylistic issues that reduce how engaging it is, or be overly formatted in a distracting way. • **Preachiness** - Response may be slightly preachy, judgemental, or assumes bad intent in a way that is inappropriate • **Tone** - May be misaligned with the prompt's register and tone; may be unnatural or not conversational • **Structure** - Tables might not be used where necessary • Visual Presentation - The ideas covered in the response are visually separated into distinct text space • **Text Formatting** - Lists are used when appropriate, including bolding where relevant. Key details may not be bolded	• Response is **written and organized such that it's easy to understand** and take next steps. It has a natural-sounding conversational tone, and doesn't preach at or lecture the user. • **Preachiness** - Response is NOT preachy, judgemental, or assuming of bad intent in a way that is inappropriate. • **Tone** - Response is aligned with the prompt's register and tone; response is natural and conversational • **Structure** - Tables are used when necessary • **Visual Presentation** - The ideas covered in the response are visually separated into distinct text spaces. Whitespace is used intentionally with added effect. • **Text Formatting** - Lists are used when appropriate, including bolding where relevant. (Both numbered lists and bullet points are okay.)

📝**Notes:**

- **Avoid Nitpicking:** Focus on significant issues rather than minor preferences.
- **Equal Ratings:** It's okay for both responses to be equally good or bad. You don't need to make one worse if both are of similar quality.

Overall Response Quality Rating

Provide a holistic rating that balances performance across all dimensions. The overall quality should accurately reflect how well the response meets the task's expectations.

- **Example Ratings:**
  - A response with **major issues** in multiple Category 1 dimensions should be rated as **Horrible.**
  - A response with a limited number of **minor issues** but otherwise strong performance should be rated as **Good** or **Minor Room for Improvement.**

Important: After rating all dimensions for a response, save your changes before selecting which response you believe is better. This ensures your overall evaluation is consistent and complete.

Overall Quality Rating Table

Rating	Reasoning

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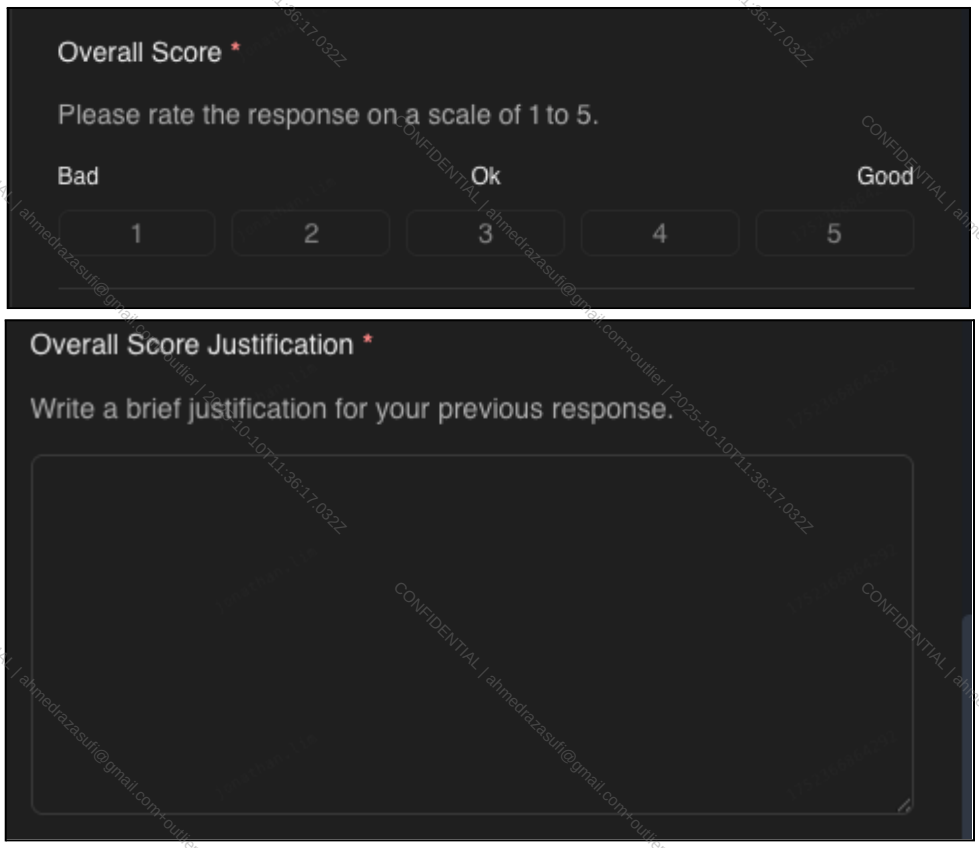
Cannot Be Improved (5)	• The response doesn't have ANY flaws and cannot be meaningfully improved. • There are NO major or minor issues in any dimensions of the rubric. • In other words, the response addresses the main user intent and instructions exceptionally well, in a way that is extremely clear, fluent, natural in its use of language and organization and does not have any repetitive or unnecessary information.
Minor Room for Improvement (4)	• The response is good overall, with NO major issues and just one or a few minor issues. • Response successfully fulfills the user's intent.
Okay (3)	• The response addresses the main user intent and instructions with NO major issues in Category 1 dimensions, but has several minor issues. • e.g. includes unnecessary details, misses certain minor elements in following the instructions, etc.
Pretty Bad (2)	• The response has a major issue in at least one Category 1 dimension • The response does not satisfy the user's intent in a notable way, with the exception of avoiding safety issues (e.g. correctly punts an unsafe request).
Horrible (1)	• The response has multiple, high-impact major issues • The response is unhelpful and frustrating, e.g. incorrectly punts, the information provided is completely irrelevant to the prompt, etc. • The response contains substantially harmful information

Here's what you will see in a task.



Note: While the general rule is not to give a 1 or 2 unless there are **major issues in a Category 1 dimension**, you can give a 1 or 2 if there are **egregious** errors in other dimensions that make the response entirely useless, embarrassing or unreadable.

📊 Step 2b: Compare and Rank Responses

In this step, you will compare the two responses and decide which one is better. You will see a **Likert** slider which you can use to determine whether **Response A** or **Response B** is better, and **by how much:**

- **1:** Response A is **much better**
- **2:** Response A is **better**
- **3:** Response A is **slightly better**
- **4:** The two responses are about the same
- **5:** Response B is **slightly better**
- **6:** Response B is **better**
- **7:** Response B is **much better**

Remember that you should **never** have a response with a <u>higher</u> overall score ranked <u>below</u> a response with a <u>lower</u> overall score.

If two responses are **equal in overall score**, they can tie!

Here's what you will see in a task.

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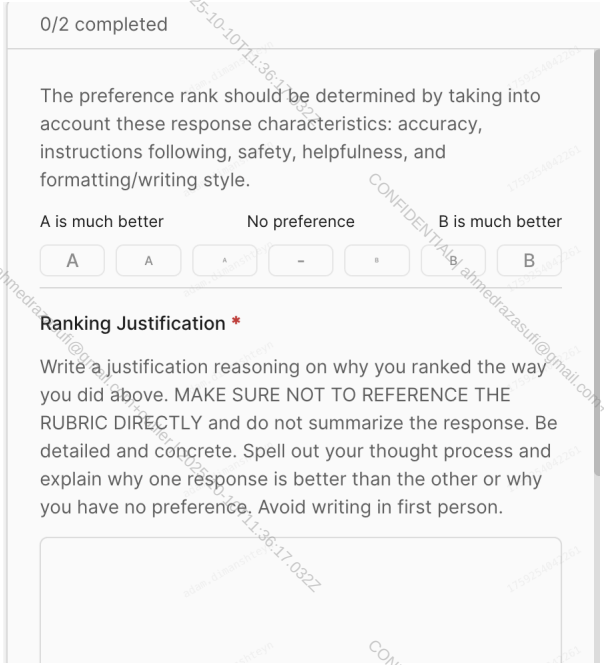

Step 2c: Write a Justification

In this step, you will explain your reasoning for how you ranked the responses. Your justification should highlight the key differences between the responses, supported by specific evidence from the text.

Core Requirements:

Effective justifications **must** include:

- **Clear Comparison:** Directly evaluate Responses A and B against one another
- **Specific Evidence:** Use direct quotes or specific examples from the response text. Vague statements are insufficient.
- **Key Differences:** Explain the *important* reasons for your rating, focusing on significant factors.
- **Objective Language:** Base analysis on response content.
- **Clarity & Professionalism:** Ensure clear language and correct grammar/spelling.
- **Likert Alignment:** The explanation must logically support the Likert score.

Guidance on Implementation:

- Apply these adjustments to your writing:
  - **Opening Sentence - Avoid Formulas:** Do not automatically start every justification with "Response A is [better/worse/etc.] than Response B." While your overall verdict must be clear, starting this way often leads to less natural, more rigid writing.
    - **Alternatives:**
      - **Start by highlighting the most significant difference:** "The main difference between the responses lies in how they addressed the tone requirement..."
      - **Begin with context about the prompt:** "For this task requesting a Python script, Response A provided functional code while Response B produced code with significant errors..."
      - **Integrate the verdict smoothly after initial comparison points:** "Response A included specific examples requested by the prompt, such as [example]. Response B mostly failed to provide these specifics. Consequently, Response A is better than Response B."
  - **NO dimension names/likert scores:** Avoid statements like:
      - "...so this is a minor error in **Truthfulness**."
      - Better: "This makes the response less reliable."
  - **Evidence Integration:** Embed quotes and examples directly within your sentences explaining the comparison. Don't treat evidence as a separate block listed after a point.
  - **Focus on Significance:** Explain the most critical differences that influenced your rating. Less important flaws might not need detailed discussion if they weren't deciding factors.
  - **Direct & Concise Language:** Write clearly. Avoid unnecessary words or overly complex phrasing.
  - **Flexible Structure:** Organize your points logically. A strict "Point-Evidence-Point-Evidence" format isn't required if a different flow makes more sense for your comparison.

Example of Good Justification:

For a task needing a summary for fifth graders.

"Response A was most effective for a fifth grader. It used engaging questions to attract attention like "isn't that an interesting phenomenon?" and terms like 'food making process' which are understandable for someone not proficient in biology. Response B, however, used technical language. For example, terms like 'chlorophyll absorption spectrum' were not simplified. This made Response less suitable and it was also lower quality due to the robotic nature of its opening sentence ('Okay, here is a way to visualize the plant food-making process: ')."

This example shows key differences with specific evidence. It has a clear verdict.

Example of Bad Justification:

For a task needing a summary for fifth graders.

"Response A is slightly better than Response B. Response A used a good tone. Response B's tone was not as good. Response A felt more appropriate. Response B used some words that were too hard."

Important Notes

Write directly, concisely, and naturally. Avoid extra words, complex phrases, or overly verbose or professional language.

- **Be Plain Spoken:** Avoid sounding overly academic or like a **"crazy philosophy professor."**
  - **Instead of:** "Response A's superiority, however, is impacted by the mild verbosity issue and its less substantial claims over subjectivity."

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- Say: "Response A is strong, but it's a bit too wordy and makes some subjective claims that are hard to verify, like [subjective claim]."
- **Use Adjectives Directly:** Prefer simple adjectival phrases over turning adjectives or verbs into nouns.
  - **Instead of:** "The verbosity of this response is at a high severity."
  - Say: "This response is too verbose…"
- **Prefer Active Voice:** Use active voice when it makes sentences clearer and more direct ("Response A uses simpler terms" is more direct than "Simpler terms were used by Response A").

Components of a Good Rationale/Justification:

Refer to the table below for criteria to ensure your justification meets project standards.
Each component is critical to delivering a clear, actionable explanation.

Criteria	Definition	Scoring of Justification
Verdict	*How clearly the justification states its determination as to which response is better.*	Good The overall assessment of the ranking task is stated clearly at the beginning of the justification
Supporting Claims	*How effectively and accurately do the supporting claims reinforce the conclusion?*	Good The supporting claims address the most important dimensions, logically defend the conclusion, and are accurate and consistent with the ratings provided.
Evidence / Detail	*The relevance and specificity of the supporting information used to buttress claims*	Good Each claim has sufficient evidence from the source task to represent and illustrate its full scope.
Conciseness	*How effectively the written response conveys information without unnecessary repetition or wordiness*	Good Justification does not unnecessarily repeat information and is an appropriate overall length.
Spelling and Grammar	*The correctness of the spelling and grammatical structure, and the quality of sentence structure*	Good No spelling or grammar mistakes.
Formatting and Coherence	*The organization and presentation of the written response, include elements such as structure, layout, and visual clarity. Do the individual paragraphs flow together and are relevant/understandable?*	Good The ideas are presented in a coherent thought and are properly formatted.
Safety	*The extent to which the written response avoids harmful elements such as racism, offensive language, or any content that may cause harm or discomfort to others, and is compliant with companies' internal positions*	Good No harmful, illegal, profane, or biased content.

Here’s what you’ll see in a task.

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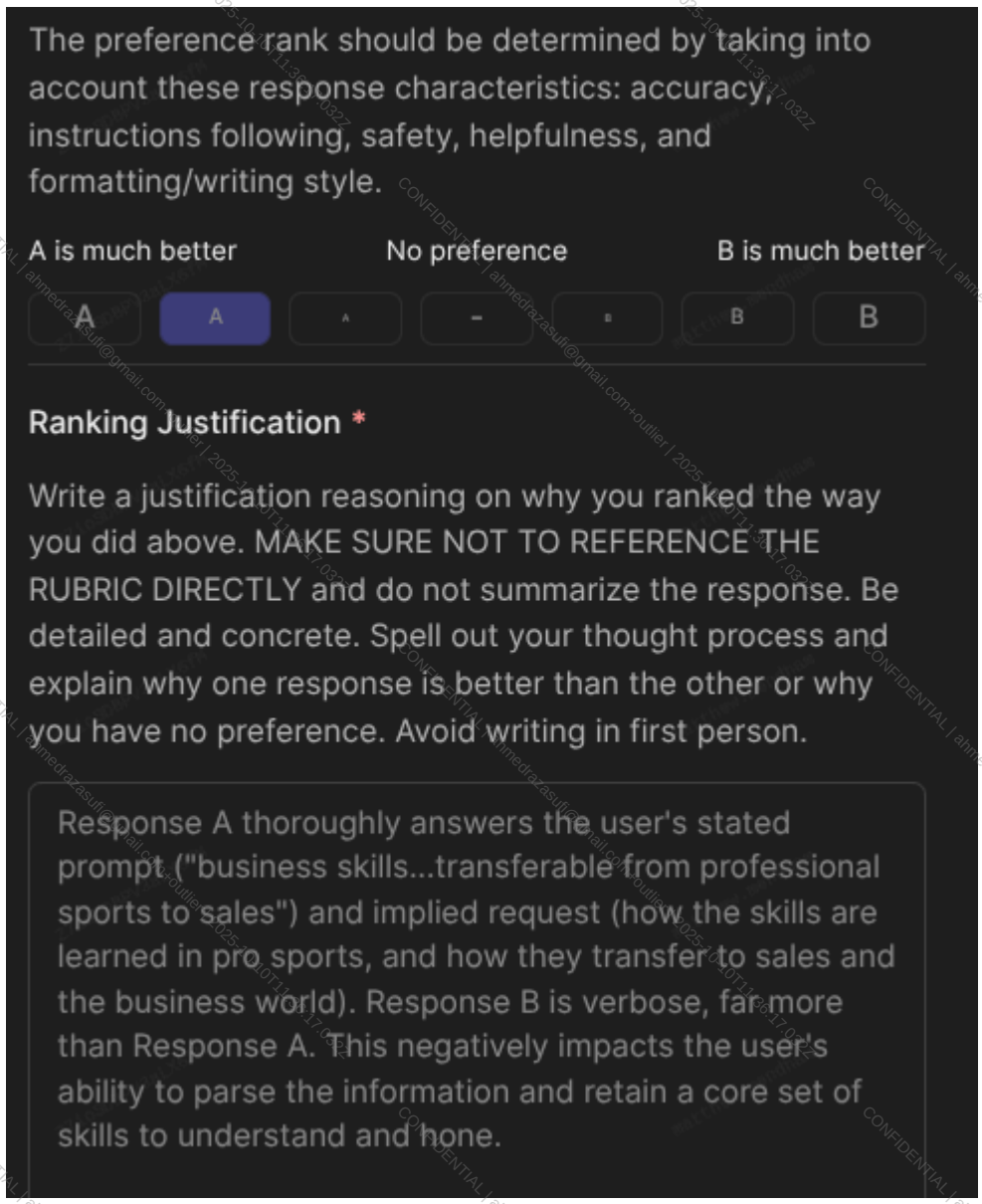

Justification Naturalness Cheatsheet

Some specific guidance to make the justification sound natural:

Justification Best Practices	Before (Bad Example) ❌	After (Good Example) ✅
Structural Guidance: How to avoid a *formula*		
Don't open by explaining what both models did right	Both responses provide sufficient "SWBAT" objectives for an introductory Python programming class, but Response B is slightly more comprehensive.	Response B is slightly more comprehensive.
Remove the exact names of the dimensions	Hence, on the basis of Content Conciseness and Relevance, Response B fares a bit better.	Response B is a bit better because it's succinct yet still answers the user's question.
Don't add a conclusion	… Consequently, Response A stands out as the strongest response due to its thoroughness and balanced presentation.	…
Avoid constant use of transition words	Both responses do a good job of providing information and advertising, attempting to sell printer cartridges. **However**, Response B omitted some vital information, such as compatibility, that would influence a reader's decision to make a purchase. **On the other hand**, Response A did a good job covering these additional topics, **therefore** making it slightly better responses.	I preferred Response A because Response B was missing important details about the ink cartridges, such as which printers they'd be compatible with. Any shopper would want to know that information to make a decision.

🔍 Step 3: Perform Pre-Submission Checks

In this step, you will ensure your submission meets all project standards.
Ask yourself the following questions:

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- Have you evaluated all dimensions thoroughly?
- Are your justifications clear, concise, and supported by evidence?
- Have you avoided nitpicking and focused on overall quality?
- Does your chosen response align with the intent of the task?

If any check fails, go back and refine your work.

Special Cases: Punts and Redirects

A **punt** is when the model refuses to answer a prompt. This can be due to the model's limitations or restrictions in task handling (such as safety restrictions). Punts can be valid or invalid, depending on the context.

Defining Full Punts and Redirects

	Definition	Example(s)
Invalid full punt	Model refuses to answer without a valid reason or explanation, but the prompt is answerable.	*Response to an answerable prompt:* "I'm sorry, I can't help with that."
Valid but incomplete full punt	Model refuses to answer without a valid reason or explanation, but the prompt is truly unanswerable or harmful.	*Response to an unanswerable prompt:* "I'm sorry, I can't help with that."
Valid full punt	Model encounters a valid limitation *and* explains this. It may suggest a different search the user could try, **but it provides no substantive information.** ● Valid limitations include: ● a paywall or broken link ● prompt is adversarial, harmful, or contains dangerous requests	*Response(s) in a task w/ a valid limitation:* ● "I'm unable to access the link provided due to a paywall." ● "I couldn't find any business class flights under $1500 or non-stop premium economy flights to Philadelphia for Friday. Would you like me to broaden the search by removing the non-stop requirement or increasing the maximum price?" ● "I cannot provide instructions for bypassing security systems due to safety reasons."
Redirect	Model encounters limitations and refuses to answer part of the prompt. But it provides substantive information - a partial or alternative solution, beyond merely advising the user to try a different search.	"I'm sorry, but I was unable to access the article you provided. However, I can offer some general guidance on implementing payment links in your grocery store app. You'll need to integrate with a payment gateway provider…."

Full punts have standard ratings for most dimensions, including "Cannot Assess" for Truthfulness and N/A or No Issues for several other dimensions. The table below puts in **bold** the dimensions where the "invalid" full punt differs from the "valid" full punt.

Rating full punts and redirects

	Invalid full punt	**Valid but incomplete** full punt	Valid Full Punt or Redirect
Instruction Following	**Major Issues**	**N/A**	N/A
Truthfulness (Response)	Cannot Assess	Cannot Assess	Grade each dimension as normal
Harmlessness	Grade as normal	Grade as normal	
Content Completeness	N/A	2	
Content Conciseness & Relevance	N/A	N/A	
Writing Style & Tone	Grade as normal	Grade as normal	

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Max Overall Score	**1**	**3**	

💡 FAQs

Q: Can I use an AI model to write my justification?
A: No, do **not** use an AI model (e.g., ChatGPT, Gemini, Claude) to write your justification. Doing so will result in a ban from Outlier.

Q: Why am I seeing the message: "Please scroll up and ensure your selected model response is consistent with your rankings"?
A: This error occurs when your response selection under "Choose the response which you think is better" does not match the overall response ratings for the two responses. You must adjust your selection to proceed.

Q: How should I rate Truthfulness for creative writing cases (fictional stories and poems)?
A: Creative writing that does not include factual claims should be rated as **N/A (Not Applicable)** for Truthfulness.

Q: How should I rate Instruction Following if there are no implicit or explicit instructions in the prompt?
A: If there are no instructions in the prompt, rate Instruction Following as **N/A (Not Applicable).**

- **Example:** For the prompt "I like dogs," there are no instructions, so it should be rated as N/A.

Q: How should I rate Truthfulness, Content Conciseness & Relevance, and Content Completeness if one or both responses correctly punt?
A: See the table above: Rating Full Punts and Redirects.

Q: Is there a Knowledge cut-off date?
A: As of now, the knowledge cut-off is **August 31, 2024**.

🧠 Outlier Tips

⚠️Linters

A linter is the yellow window at the bottom left of a task that sometimes pops up after you click Submit Task.

There are two different types of linters:
🔺**Red**: This will block you from submitting a task until you address and resolve the error fully. When this pops up, you will need to make changes to your justification. The linter will explain what the issue is and give you guidance on how to correct it.
⚠️**Yellow**: Just a warning, will not block you from submitting. Unlike red linters, you **do not** have to fix your justification to be able to submit your task! However, you do need to dismiss the linter in order to submit your task.

This example of a linter shows a red and yellow linter:

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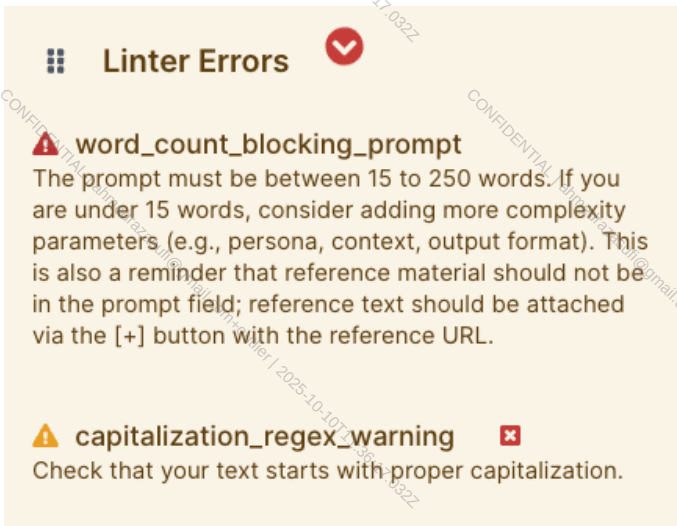
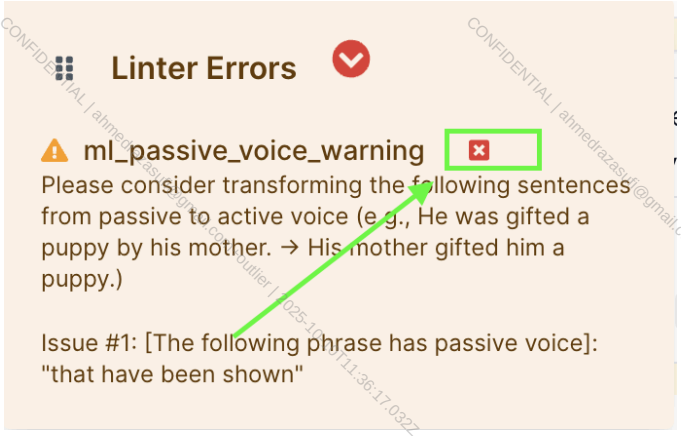
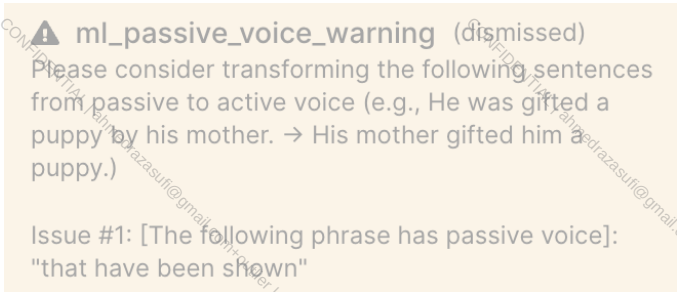
How to get rid of linters

To dismiss linters:
Step 1: Find the red “X” on the linter





Step 2: Click it, and the linter should gray out. Besides the linter's name, you should see "(dismissed)." Make sure you dismiss the linter you've already modified and reviewed.

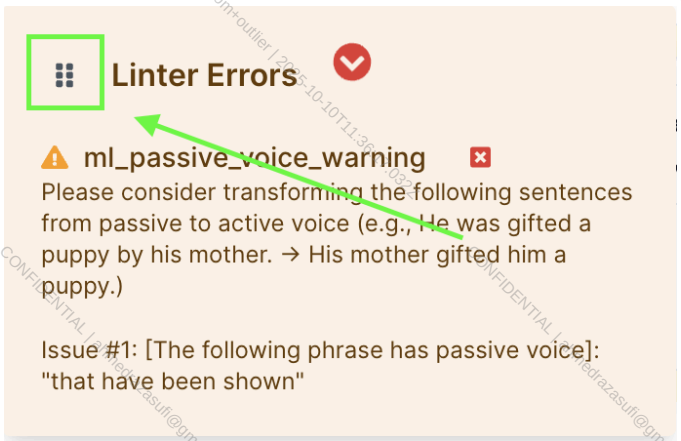


When needed:
Step 3: If the linter is not being dismissed or if the task cannot be submitted, please make sure that you edit your prompt/response according to the linter's message.

How to move the linter window out of the way

Step 1: Find the six squares in the upper-left corner of the linter window.

Step 2: Click, hold, and drag them to move the window around and see anything behind it.



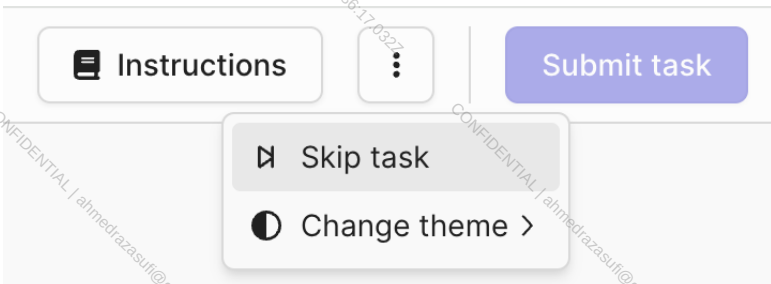
Prompt Ratability Cheat Sheet

💡 Rule of Thumb

MOST tasks should be RATABLE. Please think twice or skip before you mark a task as non-ratable.

✅ Checklist

- ☐ Click “yes” to see the responses. This can often add clarity.
  - ☐ If Real-time request: is knowledge of the EXACT time and date of the prompt necessary?
    - ☐ If no, mark the prompt as Ratable
  - ☐ If Nonsense: would you have a response if someone said this to you on the street?
    - ☐ If yes, mark the prompt as Ratable
  - ☐ If PII: Is the information easily googleable?
    - ☐ If yes, mark the prompt as Ratable
  - ☐ If STEM: could it be answered if you conduct 15 min of Google research?
    - ☐ If yes, mark the prompt as Ratable
  - ☐ If no: could it be answered by someone at the college level with a different background than you?
    - ☐ If yes, SKIP.



📖 Summary of Ratable vs Non-Ratable

Not Ratable	Ratable
Real-time requests (“What time is it?”) **Up-to-date info** (“tradictornews about Ukraine”)	
Foreign language/Translation	**Images/Image placeholder** in prompt
Nonsense (“whoossh heck y mop”)	**Not directive but still understandable** (“I like clouds”)
PII	**Adversarial** (based on false premise),
Advanced STEM	**Requires internet search; JSON file; Math question**

Reviewer Workflow (this section is optional for non-reviewers / Attempters)

IMPORTANT NOTE: As a reviewer, it is your job not only to assess the previous contributor’s ratings within the dimensions, but also to **FIX them if they are incorrect**. Once you submit a task, the accuracy and quality of that task is attached to YOUR performance. This also means filling in the attempter boxes when rating down a dimension.

As a reviewer, your primary responsibility is to make sure the task is high-quality before you submit. This includes evaluating the previous contributors’ work, fixing errors across the task's key components, and then giving thorough feedback.

The task’s key components include:
- **Dimension ratings** for both responses.
- **Overall scores** assigned to both responses.
- **Preference ranking** for both responses.
- **Justifications** provided for all rankings and ratings.

This process ensures high-quality evaluations and consistency across the project.

Overall Task Quality is rated on a scale of **1 (Terrible)** to **5 (Perfect)**.

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It reflects the following factors:

- **Accuracy of dimension ratings:** Are the ratings for each dimension accurate and appropriate?
- **Alignment between ratings and overall scores:** Do the dimension ratings align with the overall score assigned to each response?
- **Consistency of the final choice:** Does the final selection align with the ratings and overall scores of the responses?
- **Quality of the justification:** Is the justification clear, well-reasoned, and supported by evidence?

Rating	Description
Terrible [1]	This task is unacceptable.
Bad [2]	This task fails to meet the requirements.
OK [3]	This task contains issues but is passable.
Good [4]	This task contains a minor issue but is otherwise good.
Perfect [5]	This task contains no issues; it is perfect.

📝**Note:**
Before you begin tasking, make sure to copy the **Task ID** and save it in a document. This will be useful if you need to seek assistance from a QM in the Outlier Community.

Step 1: Determine Prompt Ratability

In this step, you will review the previous contributor's prompt ratability decision and correct it if necessary.

- **Check the prompt's ratability:**
  - If the prompt is correctly marked as not ratable, but has the wrong not ratable reason selected, assign it a 3 select the correct not ratable reason and explain in feedback why the wrong not ratable reason is selected.
  - If the prompt is correctly marked as **non-ratable**, assign it a **5** and move on.
  - If the prompt is actually **ratable**, update the selection to **"Yes"** and complete the task from scratch.
  - Then:
    - Assign the task a **1**.
    - Select **"Incorrect Ratability"** as the error category.
    - Provide feedback explaining why the prompt is ratable.

For **ratability**, there will be edge cases:

- You might disagree with a "no intent" prompt being nonsensical (e.g. someone might think the letter "D" is ratable on its multiple meanings, while you may think it's gibberish)
- Contributor might mark something as ratable when it is advanced STEM - **but** there is a reference text attached or **they** did not think it's advanced (calculus, for example, is something that could be learned in high school *or* grad school depending on level)

For edge cases, do not fail. Try to rate them as you would any other task, or skip if you don't have the subject matter knowledge.

Step 2: Analyze Response Ratings

In this step, you will review and verify the previous contributor's dimensional ratings for each reasoning trace **and** each response and identify any errors.

- **Read the prompt, and both responses.**
- **Verify the dimension ratings** of the previous contributor**:**
  - Check that each dimension was rated accurately.
  - For **Truthfulness**, confirm all claims in the responses are factually accurate.
    - If there are factual issues in the response but the previous contributor rated the response as **No Issues**, assign the task a **1** or **2** and select **"Incorrect Factuality Rating"** and **"Truthfulness"** as error categories.
- **If a dimension is rated incorrectly** (and it's not just a matter of personal preference), you must change the rating to the correct selection before moving on to the preference ranking.
- **Review for additional errors** in the previous contributor's ratings:
  - Select all applicable error categories based on your review.
  - Refer to the **Error Categories** section for guidance.

Step 3: Review Response Ranking

Review the previous contributor's preference ranking and correct the ranking as needed. Be sure that it aligns with the dimensional ratings and overall scores.

Remember: there should **never** be a response with a lower overall score rated above one with a higher overall score. If the distributions of overall scores is:

Response A: 3
Response B: 2

The **only** valid response Likerts would be **1-3** (Response A is better, etc.).

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Step 4: Write or Review the Justifications

Correct any issues in the previous contributor's work, *even if it means you have to rewrite the justifications.*

- Review and fix the justifications based on these factors:
  - **Verdict:** Do they clearly identify the better response? (This does not need to be in the opening sentence.)
  - **Supporting Claims:** Are the dimensions with significant issues identified?
  - **Supporting Evidence:** Are specific, relevant examples provided?
  - **Writing Quality:** Is the justification clear, concise, and grammatically correct?
    - **NOTE:** Do NOT penalize if a previous contributor uses "@Response A/B." Simply remind them in your feedback that the @ symbol is not needed in this project.

Step 5: Finalize Corrections

In this step, you will double-check the quality of the task. ✔️

- **Review the corrections you've made to the previous contributor's ratings, rankings, or justifications.**
- **Verify your fixes:**
  - Ensure your corrections align with the dimensions and overall scores.
  - Double-check that all errors in the previous contributor's work have been addressed.

Step 6: Assign Error Categories

Error Categories

Some tasks may have multiple errors in multiple categories. Be sure to select all that apply!

Error category	When to select it
Incorrect Overall Score	When the response's overall rating score is objectively incorrect (+1 point difference) and is not justified.
Incorrect Preference Rating	When one response is objectively better than the other, but the opposite response is selected as better.
Rating-Ranking Inconsistency	When overall ratings for each response do not match the preference ranking. For example: Response A is rated as a 1, Response B is rated as a 4, but the preference ranking says Response A is better
Incorrect Ratability	Use this when a task was incorrectly marked as ratable or incorrectly marked as unratable.
Incorrectly Rated Punt(s) *Automatic score of 2 or less.	Use this when a punt is rated as no issues when the response shouldn't have been punted, or when a response is rated with minor-major issues when it is correctly punted.

Justification Error Categories

Error category	When to select it
Ranking-Justification Inconsistency *Automatic score of 3 or less	When preference ranking and the justification verdict are inconsistent
Factually Inaccurate *Automatic score of 2 or less	The justification contains information that needs to be corrected or is contradictory.
Harmful Content *Automatic score of 2	The justification provided shows opinion, bias, harmful or illegal information - OR - the response gives medical, legal, or financial advice without appropriate disclaimers.
Spam *Automatic score of 1	Contributor gave zero effort and clearly spammed by providing an irrelevant justification
Verbose Justification	Justification contains a lot of unnecessary details, fluff words, or takes too long to get to the point.
Bad English	The justification contains grammar/spelling/punctuation mistakes.
Lacks Supporting Claims or Evidence	The justification does not explain why their selected response is better and does not provide supporting claims or evidence which supports their conclusion.

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Needs Additional Detail	The justification is generally factual and accurate, but could be more detailed.
Poor Justification Structure	The justification is poorly structured - it doesn't flow well, making it a bit difficult to read and understand.
Incorrect Not Ratable reason *Automatic score of 3	This is chosen when the wrong not ratable reason has been selected

---

Step 7: Score the Task and Provide Feedback

In this step, you will give detailed feedback on the previous contributor's work and submit the corrected task.

NOTE: It is important that your feedback is thorough and professional. Your feedback DOES go back to the previous contributor

Provide actionable feedback to help the contributor improve:

- Feedback structure:
  - Positive opening
    - "Thank you for your effort!"
    - "Your grammar is great!"
  - Critique
    - "Ratings x and y were incorrect."
    - "Justification needs more detail."
  - Encouraging closing
    - "Let's keep improving!"
    - "Thanks for your hard work!"
- **Tailor feedback based on the task's score:**
  - For tasks scored below **3**, provide detailed feedback since the contributor has significant room for improvement.
  - For perfect tasks, always include positive feedback to reinforce good performance.

Determining the Task's Final Score
Rubrics

Type	1-2 [Fail]	3-4 [Non-Fail]	5	Additional Notes
Prompt	**[Fail - Prompt Feasibility]** - The contributor marks it as *feasible* when it should be *not feasible* or vice versa	**[Non-Fail - Incorrect Feasibility Reason]** - The contributor correctly marked the task as not ratable but justification is not accurate	- Prompt is correctly marked as *feasible* or *not feasible*	For ratability, there will be edge cases: You might disagree with a "no intent" prompt being nonsensical (e.g. someone might think the letter "D" is ratable on its multiple meanings, while you may think it's gibberish) ... For edge cases, **do not fail**. Examples: • "£-" (model could provide an overview of the pound sign and what "-" could mean) • "ra" (could be rheumatoid arthritis, Egyptian sun god, etc) • "ag" (could be Attorney General, action game, etc) Here is an example of what would be considered gibberish/nonsense: • Jfkskzifjenwkz • asdf;ds[Only fail for CB incorrectly marking *not feasible* due to gibberish if it is **not** an edge case and there is a **clear request** in the prompt. A couple instances of foreign language that does not make the prompt/response impossible to understand is also an edge case. Similarly, be lenient on other edge cases: for example, a prompt like "Hey, can you help me make three improvements to my current work summary;" could be seen as **either** lacking a reference text **or** simply requiring generic feedback that the model could indeed provide Generalist: If you agree with the CB that a prompt is unfeasible (ex., coding), pass the audit. No need to flag it to an admin. Please check the respective instruction doc for more detailed guidelines.
Response Rating Dimensions *Instruction Following*		**[Non-Fail - Minor Large Rating Disagreement]** - You disagree with the contributor	- Your rating matches the contributor's and they are fully accurate	Unflagged numerical accuracy errors 3% or greater correspond to a major Correctness disagreement (if the CB indicated 5/5)

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Type	1-2 [Fail]	3-4 [Non-Fail]	5	Additional Notes
Truthfulness *Harmfulness* *Content Completeness* *Content Conciseness & Relevance* *Writing Style & Tone*	**The counts in both of the following error categories are accumulated across all the dimensions for all the responses, combined.** **Ratings buckets are: [1,2] [3,4] [5]** [**Fail - Major Large Rating Disagreement]** - You disagree with the contributor over non-adjacent buckets **two or more** times [**Fail - Major Small Rating Disagreement]** - You disagree with the contributor over adjacent buckets **four or more** times	over non-adjacent buckets **one or fewer** times [**Non-Fail - Minor Small Rating Disagreement]** - You disagree with the contributor over adjacent buckets **three or fewer** times		Do NOT punish if you see "\n" in the Response A text. This is markdown text, and only reflects the UI's failure to digest the markdown text appropriately.
Overall Ratings: *Overall Reasoning Quality Rating* *Overall Response Quality Rating*	**[Fail - Incorrect Failed Response] / [Fail - Incorrect Passed Response]** **-** Your and the contributor's ratings varies by **3 or more points** and the justification does not adequately support this variance	**[Non-Fail - Minor Rating Disagreement]** - Your and the contributors rating varies by **2 points**	-Your and the contributor's rating varies by up to **1 point; OR** -The justification and individual ratings support the overall score and the rating variance is a matter of subjective taste	
Response Rankings *Reasoning Comparison Ranking* *Final Response Comparison Ranking*	**[Fail - Ranking Disagreement]** - You and the contributor disagree on the ranking, and it's not a matter of subjectivity **[Fail - Inconsistent Ranking]** - The contributor's individual quality ratings support the opposite conclusion of their ranking	**[Non-Fail - Ranking Disagreement]** - You and the contributor disagree on the ranking but the justifications/ratings **do** adequately support this variance or is a matter of subjectivity	- You and the contributor agree with the ranking	

Justification Ratings

Note: All justification fields are subject to the following potential errors and the errors that require multiple instances should have counts which are summed over all of the fields (e.g., if there are two inaccurate claims made in different justification boxes in a task, then it fails for [Fail - Claims Inaccurate]).

Note: We do not **need to consider the quality of justifications** if a dimensional rating is "No Issues" and/or if an overall score is 4 or 5

Field	1-2 [Fail]	3-4 [Non-Fail]	5
Analysis	**[Fail - Generic Justification]** - The justification isn't specific to the given task and the responses have material differences	- **[Non-Fail - Skewed Assessment]** Justification overstates the impact of minor issues or understates the significance of major errors	- The justification is not generic and is not skewed
Support Claims	**[Fail - Claims Contradict Verdict]** - The overall claim of the justification logically contradicts the given verdict. **[Fail - Claims Contradict Ratings]** - 2 or more of the claims contradict the dimensional ratings provided **[Fail - Claims Inaccurate]** - 2 or more of the claims about the response are inaccurate **[Fail - Claims Lack Evidence]** - 3 or more explicit claims do not have sufficient evidence within the justification (self-evident claims like "the response was verbose" do not require justification)	**[Non-Fail - Claims Contradict Ratings]** - 1 claim contradicts the dimensional ratings provided - 1 claim about the response is inaccurate **[Non-Fail - Claims Inaccurate]** - 1 claim about the response is inaccurate **[Non-Fail - Claim Lacks Evidence]** - 1-2 claims don't have sufficient evidence within the justification (self-evident claims like "the response was verbose" do not require justification)	- All supporting claims logically defend the verdict - All claims align with the dimensional ratings - All claims being made are accurate - All claims have sufficient evidence within the justification

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Core Dimensions (Applicable across all content)

Field	1-2 [Fail]	3-4 [Non-Fail]	5	Additional Notes
Unlisted Minor Errors	N/A	**[Non-Fail - Unlisted Minor Errors]** There are errors in the task that are not explicitly mentioned in the grading rubrics but prevent the task from being perfect.	N/A	Please be sure to clearly state the errors in the justification.
Original Work ***(QC Only)***	- **[Fail - LLM Cheating]** The content contains clear and obvious evidence of unsanctioned LLM usage in their work - **[Fail - Plagiarism]** The content contains direct plagiarism without citation *Note: Evidence of chatbot usage could be excessive usage of fluff / pleasantries, generic responses, lack of human understanding and nuance, etc.*		-**[Suspected LLM Cheating]** The content shows evidence of unsanctioned LLM usage or otherwise appears unnatural, but it is not obvious that an LLM was used to generate their work - The content does not contain clear or obvious evidence of LLM usage - The content does not contain direct plagiarism without citation	You should assume using LLM's to generate portions of the contributor generated content is unsanctioned unless otherwise indicated
Harmful Content	- **[Fail - Harmful Content]** The content contains any harmful content	N/A	- Content does not contain or asks about harmful content	See project specific or general guidelines on what constitutes "harmful content" Beyond project specific, Scale's safety team enumerates two types of harmful content: 1. Content harms - unsafe text (bigotry, conspiracy theories) 2. Facilitations harms - text that enables unsafe behavior (how to make a bomb) Be on the lookout for both!
Clarity / Readability	- **[Fail - Clarity Issues]** Content is extremely difficult to follow or is unclear.	- **[Non-Fail - Clarity Issues]** Content makes sense but has some minor readability issues.	- Content is clear and makes sense	Consider whether the content can be improved by altering word choice/syntax, sentence structure, or idea organization. Note: For Reasoning tasks this would require outlining the logical steps required to reach a given conclusion (e.g. 1-2 doesn't show any of their work, 3 shows only some, 4-5 shows all relevant steps)

Note: For **multiple occurrences** of a minor rating error in **Instruction Following** or **Truthfulness**, the task should be rated a **1 or a 2** if there are 3+ errors. If there are only **2** occurrences, it can still be a 3 (the rating errors **do not stack linearly**). A task cannot fail solely from rating errors in **Completeness**, **Content Conciseness & Relevance,** or **Writing Style and Tone.**

Review Scenarios

Scenario	Description	Actions to Take
Scenario 1	You receive an empty task (an attempt).	- Approach the task as if you are an attempter and complete the task.
Scenario 2	You receive a review task where the prompt is labeled as **not ratable**, but it is actually **ratable**.	- Score the task as a **1**. - Provide feedback explaining why the prompt is ratable. - Complete the task as an attempter.
Scenario 3	You receive a review task where the prompt is labeled as **ratable**, but it is actually **not ratable**.	- Change the ratability to **Not Ratable**. - Score the task as a **1** or **2** depending on how obvious the error was. - Provide feedback explaining why the prompt or response is not ratable and critique the quality of the justification.

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For **ratability**, there will be edge cases: - You might disagree with a “no intent” prompt being nonsensical (e.g. someone might think the letter “D” is ratable on its multiple meanings, while you may think it’s gibberish) - Contributor might mark something as ratable when it is advanced STEM - **but** there is a reference text attached or **they** did not think it’s advanced For edge cases, <u>do not fail.</u> Try to rate them as you would any other task.		
Scenario 4	The justification or ratings are of very poor quality. Examples include: - The justification requires a major fix. - There are many issues in dimension ratings, overall response rating, or comparison rating.	- Score the task as a **1** or **2**. - Provide actionable feedback to help the attempter improve. - Fix the task to be high quality.
Scenario 5	The task contains feedback, meaning it was previously reviewed but not fixed and now needs to be reviewed again.	- Review the task thoroughly. - Edit the score and feedback to reflect the new attempt. - Fix any errors and submit.

Step 8: Submit 🏁

Double check your work and submit the task.

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Module 1

Introduction

Syllabus

Introduction : *Meaning of Research, Objectives of Engineering Research, and Motivation in Engineering Research, Types of Engineering Research, Finding and Solving a Worthwhile Problem.* Ethics in Engineering Research, Ethics in Engineering Research Practice, Types of Research Misconduct, and Ethical Issues Related to Authorship

Textbook :

Dipankar Deb , Rajeeb Dey, Valentina E. Balas

"Engineering Research Methodology", ISSN 1868-4394 ISSN 1868-4408 (electronic), Intelligent Systems Reference Library, ISBN 978-981-13-2946-3 ISBN 978-981-13-2947-0 (eBook), https://doi.org/10.1007/978-981-13-2947-0

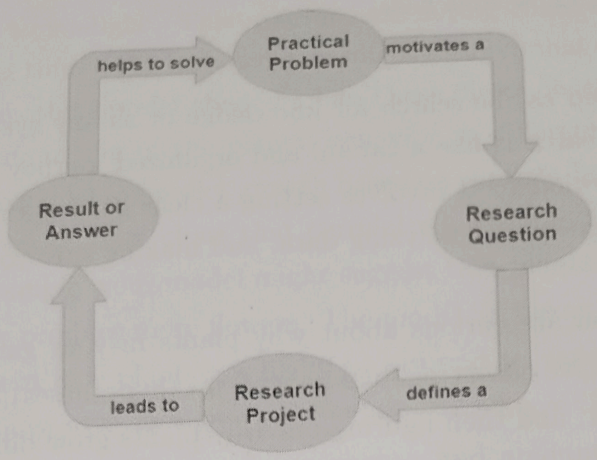
Reference Book:

David V. Thiel "Research Methods for Engineers" Cambridge University Press, 978-1-107-03488-4

1.1 Meaning of Research:

1.1.1 What is Research? :

Research refers to a careful, well-defined (or redefined), objective, and systematic method of search for knowledge or formulation of a theory that is driven by inquisitiveness for that which is unknown and useful on a particular aspect so as to make an original contribution



Example: If you notice your plants are not growing well, the problem is the poor plant growth. Your research question might be, "What factors affect plant growth in my garden?"

1.1.3 Building Background:

The building up of background for doing good research includes connecting different areas or different pieces of knowledge. The purpose is to prepare the mind for active work. as opposed to becoming a repository or an encyclopedia. Research is not just about reading a lot of books and gathering a lot of existing information. It is about adding our own ideas to what we already know. It involves critical thinking, analysis, and the generation of new insights. Research is about asking questions that matter in the real world and then finding answers through a careful and organized approach. It involves systematically exploring, investigating, and understanding topics that are relevant to our lives.

The purpose is to prepare the mind for active work as opposed to becoming a repository or an encyclopedia. Research is not just about reading or gathering a lot of existing information. It is instead adding, maybe small and specific, yet original, contribution to that existing body of knowledge.

Example: Before fixing your garden, you might learn about soil types, sunlight needs, and plant nutrition. Instead of just gathering facts(existing information), you aim to contribute something new and specific.

to expand the existing knowledge base.

Research can be defined as the search for knowledge or as any systematic investigation to establish facts. Research is like a careful and organized journey to find new information or create new knowledge. It involves setting a clear goal, asking questions, forming hypotheses (educated guesses), analyzing data, and making sure your conclusions match your initial ideas.

Example: Imagine you are curious about why plants in your garden grow differently. Your research could involve observing, making guesses (hypotheses), collecting data about sunlight, soil, and water, and then figuring out why plants grow differently.

1.1.2 Starting a Research Cycle:

The research process (or research cycle) basically begins with a **practical problem** or an existing gap in knowledge or practice. This could be a practical challenge, an unanswered question, or an area that needs improvement.

Once the problem is identified, researchers formulate a clear and concise problem statement. From the formulated problem statement, researchers then develop specific research questions. Building on the **research questions**, researchers set clear objectives for the study. Objectives outline what the research aims to achieve and contribute to solving the identified problem. They serve as a roadmap for the **research project**.

Based on the research questions and objectives, researchers design a methodology to gather relevant data and conduct the investigation. This may involve selecting research methods, data collection techniques, and analytical tools suitable for addressing the research questions. Researchers collect data according to the defined methodology.

This data is then analyzed to derive meaningful insights and **results or answers** to the research questions. The results of the analysis are interpreted in the context of the research questions and objectives. The final step involves translating research findings into practical implications. This helps to solve the practical problem that one started with in the first place, as shown in the following figure.

how plants respond to sunlight. This may include noting changes in leaf color, growth patterns, or flowering times. For instance, you might observe that certain plants thrive in direct sunlight, while others prefer shaded areas.These direct observations form the foundation of your understanding of the plants' behavior in different light conditions. You might create a simple model to predict growth based on sunlight hours. This could involve developing a simple equation or chart that correlates the number of sunlight hours with plant growth. For example, your model might suggest that plants receiving more sunlight tend to grow taller or produce more flowers. The model serves as a tool to generalize and make predictions about how plants are likely to respond to varying sunlight conditions. Finally, you develop a process (a watering schedule) to achieve the desired plant growth. Your process could involve adjusting the frequency and amount of water based on the observed sunlight levels. This systematic approach ensures that your gardening efforts are aligned with the knowledge gained from observation and modeling, ultimately aiming for the desired plant growth.

Example 2 : Let us consider an example related to the development of a smartphone:

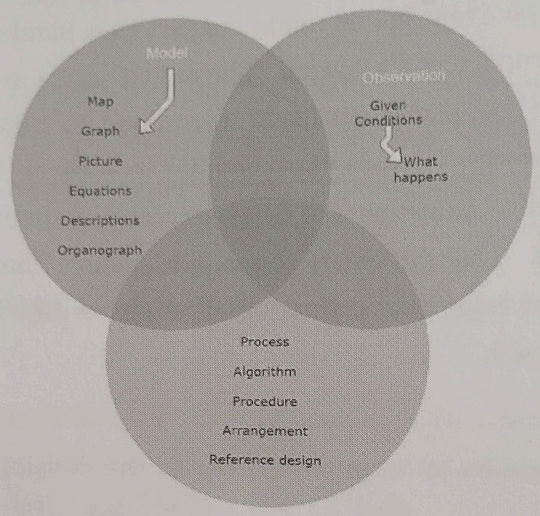
Engineers observe user interactions with existing smartphones, studying how people use different features, how they hold the device, and identifying common issues such as battery life and durability concerns. This observation helps engineers understand user behavior and preferences, as well as identify potential problems or areas for improvement.

Based on the observed data, engineers create models to simulate the behavior of various smartphone components. These models help predict factors like power consumption, signal strength, and heat dissipation, influencing design choices.

Engineers follow a detailed development process for manufacturing the smartphone. This involves procedures for designing the circuit board, arranging hardware components such as the battery, processor, camera, and sensors within the device, implementing algorithms for software functionalities, and adhering to reference designs to ensure compatibility with industry standards.

1.1.4 Ways of Developing Knowledge:

The ways of developing and accessing knowledge come in three, somewhat overlapping, broad categories. They are observation (seeing things), models (simplified descriptions or equations), and processes (methods or designs).



(i) **Observation:**Observation is described as the most fundamental way to gather information. It becomes particularly important when the subject being observed is unusual, exciting, or challenging to study. Observation can take various forms, ranging from traditional measurements in a laboratory setting to conducting surveys among a group of subjects.

(ii)**Models :** After making observations, the collected data often needs to undergo some form of processing, which leads to the second category of knowledge, which is the "model". **Models** are described as approximated and simplified representations in the form of a statistical relationship, a figure, or a set of mathematical equations. Models help us understand and interpret observed phenomena more abstractly, providing a way to analyze and make sense of the data.

(iii)**Processes and Algorithms:** The final category involves methods for organizing and doing things to achieve a specific result. This category includes processes, algorithms, procedures, arrangements, or reference designs.

Example 1: In gardening research, observation involves directly watching and recording

1.2 Objectives of Engineering Research

The primary goal of engineering research is to address new and significant problems. While the ultimate conclusion is unknown at the start, the process begins with educated guesses based on circumstantial evidence, intuition, and imagination. A guess gives a target to work toward. and after initial attempts, it may turn out that the guess is incorrect.

Engineering research serves various important objectives, contributing to the advancement of knowledge, technology, and societal well-being. Some key objectives of engineering research include the following:

(i) **Innovation and Advancement:** Engineering research aims to push the boundaries of current knowledge and technology. By exploring new ideas, concepts, and methodologies, researchers seek to innovate and advance the field, leading to the development of new technologies and solutions.

(ii) **Problem Solving:** Engineering research often focuses on solving real-world problems. Researchers aim to address challenges and issues faced by industries, communities, or individuals, seeking practical and effective solutions through the application of engineering principles.

(iii) **Optimization:** Research in engineering aims to optimize existing processes, systems, and products. This involves improving efficiency, reducing costs, enhancing performance, and minimizing environmental impacts.

(iv) **Knowledge Expansion:** One of the primary objectives of research is to expand the body of knowledge in engineering. Through experimentation, analysis, and documentation, researchers contribute to the understanding of fundamental principles and phenomena in various engineering disciplines.

(v) **Interdisciplinary Collaboration:** Many engineering challenges require a multidisciplinary approach. Research objectives may involve collaboration between engineers, scientists, and professionals from other fields to address complex problems that span multiple domains.

(vi) **Education and Training:** Engineering research contributes to the education and training of future engineers and scientists. The dissemination of research findings through publications, conferences, and other channels helps educate the next generation of professionals.

1.1.5 Good Research :

Good research involves a systematic approach to collecting and analyzing information. Good research includes systematically collecting and analyzing information. It goes beyond existing knowledge, attempting to add valuable discoveries. The research journey in engineering typically starts with a broad research area (e.g., computer science and engineering) and narrows down to a specific topic (e.g., machine learning algorithms for image recognition), ultimately focusing on a well-defined problem (e.g., enhancing accuracy in image recognition systems). This progression from area to topic to problem showcases the gradual refinement of research focus.

Example: In gardening research, after applying your watering schedule, you analyze plant growth data. If you discover a new and effective way to make plants thrive, you have made an important discovery.

1.1.6 Engineering Research:

In engineering, research involves recognizing, planning, designing, and executing investigations to improve knowledge and skills.

Engineering research is the process of developing perspectives and seeking improvements in knowledge and skills to enable the recognition, planning, design, and execution of research in a wide range of forms relevant for engineering and technology investigations and developments. In other words, engineering research is a systematic and disciplined process aimed at discovering new knowledge or improving existing knowledge in the field of engineering.

Example: If you are an engineer wondering why a machine works a certain way, your research might involve studying its parts, creating models to understand interactions, and eventually suggesting ways to make it work better.

purpose are linked to strong creative performance.

Example: An engineer may be naturally curious about the functioning of renewable energy systems. This curiosity drives him to explore innovative approaches to harnessing solar energy, leading to research in the development of more efficient solar panels.

(ii) **Personal Fulfillment:** For some researchers, the pursuit of knowledge and the satisfaction of contributing to the greater body of human understanding are personally fulfilling. The intrinsic rewards of research, such as personal growth and a sense of accomplishment, can be powerful motivators. Personal motivation for solving unsolved problems, intellectual joy, service to the community, and respectability are all driving factors.

Example: An environmental engineer driven by a sense of purpose to address pollution may engage in research on innovative waste management solutions. The meaningful impact on the environment serves as a driving force.

(iii) **Passion for Technology:** Individuals with a genuine passion for engineering and technology may find motivation in the joy of working with and contributing to the development of advanced technologies.

Example: An engineer with a deep passion for robotics may initiate research to enhance the capabilities of autonomous robots. The joy and satisfaction derived from contributing to the field of robotics serve as intrinsic motivators.

1.3.2 Extrinsic Motivations

(i) **Career Development:** Engaging in research can contribute to career advancement in academia, industry, or both. Researchers may be motivated by the desire to establish themselves as experts in their field, gain recognition, and open up new opportunities for professional growth. Extrinsic motivating factors like rewards for good work, such as money, fame, awards, praise, and status, are very strong motivators but may block creativity.

Example: Research outcomes may enable a researcher to obtain a patent, which is

(vii) **Technological Transfer:** Research often leads to the development of new technologies and methodologies. The objective is not only to create knowledge but also to transfer this knowledge to industry, enabling the practical application of research findings for the benefit of society.

(viii) **Societal Impact:** Many engineering research projects are driven by a desire to have a positive impact on society. This could involve improving infrastructure, addressing environmental issues, enhancing healthcare technologies, or promoting sustainable practices.

(ix) **Quality and Safety Improvement:** Engineering research aims to enhance the quality and safety of products, processes, and systems. This is particularly important in fields such as aerospace, healthcare, and transportation, where safety standards are crucial.

(x) **Global Challenges:** Engineering research often addresses global challenges such as climate change, resource scarcity, and public health issues. The objective is to contribute to solutions that can have a positive impact on a global scale.

1.3 Motivation in Engineering Research

Motivation in engineering research plays an important role in driving researchers to explore new frontiers, address challenges, and contribute to the advancement of knowledge and technology. Motivations can broadly be categorized into intrinsic, extrinsic, and sometimes a blend of both. The combination of both intrinsic and extrinsic motivators can shape the overall motivation of individuals engaging in engineering research. The possible motives may be the result of one or more of the following desires:

1.3.1 Intrinsic Motivations

Intrinsic motivations refer to the internal factors that drive a person to engage in an activity,

(i) **Curiosity and Intellectual Interest:** Many researchers are motivated by a natural curiosity and a genuine interest in understanding how things work. Studies have shown that intrinsic motivations like interest, challenge, learning, Meaning and

historical and cultural context, emphasizing a sense of identity and continuity. Simultaneously, external factors like societal expectations or recognition may also play a role.

(v) **Government directives and funding opportunities:** This represents a mixed type of motivation, influenced by external factors such as government policies and financial incentives. The motivation to align research with targeted areas for funding is primarily driven by external rewards like financial support. Simultaneously, it supports researchers in pursuing projects that align with their personal interests, curiosity, and passion for contributing to knowledge and innovation.

(vi) **Terms of employment:**This represents an extrinsic type of motivation. Terms of employment, including benefits, salary, promotions, or job security, are external factors that can motivate individuals to engage in specific activities, including engineering research.

1.4 Types of Engineering Research

The different types of research are :

1.4.1 Descriptive versus Analytical:

A **descriptive type** of research aims to describe the characteristics of a phenomenon through fact-finding inquiries to effectively describe the present state of art. It involves observing, recording, and reporting without manipulating variables. Descriptive research can be further classified into comparative (comparing different groups or conditions) and correlational (examining relationships between variables) methods. The researcher holds no control over the variables but rather only reports them as they are. Descriptive research also includes attempts to determine causes, even though the variables cannot be controlled.

On the contrary, **analytical** research involves critically evaluating existing information and analysing it to gain a deeper understanding.

Example: Research Topic: Traffic Congestion in Urban Areas.

The following comparison gives us a clear understanding of how descriptive research aims to provide a comprehensive overview, while analytical research explores the underlying causes and potential solutions.

a good way to become rich and famous, opening up opportunities for career growth and recognition.

(ii) **Competitive Drive:** The desire to be at the forefront of a field or to compete with other researchers and institutions can drive motivation. The pursuit of excellence and the aspiration to be recognized for outstanding contributions can be strong motivating factors.

(iii) **Influences from others:** Influences from others, like collaboration, commitment, and encouragement, are also motivating factors in research.

For example: my friends are all doing research and so should I, or a person that I dislike, be doing well and I want to do better.

1.3.3 Mix of Extrinsic and Intrinsic Motivations

The following factors would be a mix of extrinsic and intrinsic aspects in Engineering Motivation:

(i) **Wanting to do better than what has been achieved in the world:** This is an intrinsic motivation, driven by personal motivation and a desire for self-improvement & excellence, and a sense of internal fulfillment.

(ii) **Improve the state of the art in technology:** The pursuit of advancing technology is typically motivated by an intrinsic interest in innovation, curiosity, and the internal satisfaction derived from pushing the boundaries of knowledge and capability.

(iii) **Contribute to the improvement of society:** This comes under both intrinsic and extrinsic types of motivation. It arises from an internal sense of purpose and the desire to make a positive impact on society and address societal challenges. It may also be influenced by external factors such as recognition, social approval, or a sense of duty.

(iv) **Fulfillment of the historical legacy in the immediate socio-cultural context:** This is a mixed type of motivation. The fulfillment of a historical legacy may be driven by intrinsic factors, such as personal meaning and connection to the

Descriptive Research:	Analytical Research:
Objective: Describe the current state of traffic congestion in a specific urban area.	*Objective:* Analyze the factors contributing to traffic congestion and propose potential solutions.
Methodology: Conduct surveys and collect data on traffic patterns, peak hours, and congestion levels. Use traffic cameras and sensors to gather real-time information. Analyze historical data to identify trends.	*Methodology:* Use statistical methods to identify correlations between variables such as population growth, urban development, and traffic congestion. Analyze the impact of specific interventions or traffic management strategies. Compare the effectiveness of different approaches through modeling and simulation.
Findings: Present a detailed description of the current traffic congestion situation, including statistics on peak congestion times, affected areas, and common causes.	*Findings:* Provide insights into the root causes of traffic congestion and propose analytical solutions. For example, the research may suggest optimizing traffic signal timings, implementing public transportation improvements, or introducing congestion pricing.

1.4.2 Applied versus Fundamental:

Research can either be applied research or fundamental (basic or pure) research.

Applied research is practical and problem-oriented. It is conducted to address specific issues or problems faced by organizations or industries. In Applied research, the goal is to find solutions that can be implemented in real-world situations. Research to identify social or economic trends, or those that find out whether certain communications will be read and understood are examples of applied research. The primary objective of applied research is to determine a solution for compelling problems in actual practice, while basic research is aimed at seeking information which could have a broad base of applications in the medium to long term.

Fundamental Research is also known as basic or pure research. Fundamental research is driven by a desire to expand knowledge and understanding rather than to solve a practical problem. It focuses on concerned with generalizations and formulation of a theory,

contributing to the development of a broader knowledge base. Research concerning natural phenomena or relating to pure mathematics are examples of fundamental research.

Example :

Research Topic: Treatment for a Specific Disease (e.g., Diabetes)

The following comparison demonstrates how engineering research can contribute to the development of practical solutions (Applied Research) and, at the same time, deepen the scientific understanding of the disease at a fundamental level (Fundamental Research).

Applied Research:	**Fundamental Research :**
Objective: Develop a new drug or treatment protocol for managing diabetes in patients.	*Objective:* Investigate the molecular mechanisms underlying insulin resistance in diabetes to deepen our understanding of the disease.
Methodology: Conduct clinical trials with diabetic patients to test the effectiveness and safety of a new drug or treatment approach. Collect data on blood sugar levels, side effects, and overall health outcomes. Analyze the results to determine the practical benefits and risks of the proposed treatment.	*Methodology:* Use molecular biology techniques to study the interactions of insulin with cells and identify the factors contributing to insulin resistance. Explore the genetic and biochemical aspects of diabetes at the cellular level.
Findings: Provide a treatment option that can be immediately applied in clinical settings to improve the management of diabetes.	*Findings:* Contribute to the broader scientific knowledge of the cellular and molecular basis of diabetes. While the immediate application might not be evident, the research lays the foundation for future therapeutic approaches and a deeper understanding of the disease.

1.4.3 Quantitative versus Qualitative:

Quantitative research involves the collection and analysis of numerical data, using statistical observations of a sufficiently large number of representative cases to draw any conclusions. It aims to quantify relationships and patterns, making use of measurable variables. Surveys, experiments, and statistical analyses are common in quantitative research.

1.5 Finding and Solving a Worthwhile Problem :

1.5.1 Finding a Research Problem :

A researcher may start with problems stated by the Supervisor or posed by others that are yet to be solved. Alternately, it may involve rethinking basic theories or formulating ideas from provided information or need to be formulated or put together from the information provided in a group of papers suggested by the Supervisor. Research scholars face the task of finding an appropriate problem to begin their research.

1.5.2 Skills Needed:

Skills required for finding a research problem are crucial but often not explicitly taught. Critical thinking about possible implications is important.

1.5.3 Identifying a Problem:

Once the problem is identified, the process of literature survey and technical reading takes place to further ascertain the significance and validity of the intended problem.However, An initial spark is ideally required before the process of literature survey may duly begin. The process may involve an initial spark from an oral presentation by somebody which is followed by asking questions or introspection provides this perspective oral presentation, asking questions, or introspection. Developments in other subjects may produce a tool or a result which has direct implications to the researcher's subject and may lead to problem identification.

1.5.4 Attributes or characteristics of a Worthwhile Research Problem:

Once a potential research problem is identified, the researcher faces the critical task of evaluating its worthiness. A worthwhile research problem possesses one or more attributes, such as being nonintuitive(something that goes against common intuition) or counterin-

Qualitative Research focuses on a few non-representative cases or verbal narrative in behavioral studies such as clustering effect in intersections in Transportation engineering to make a proposition. Qualitative methods include interviews, focus groups, observations, and content analysis. It provides in-depth insights into the complexity of human behavior and social phenomena.

Example:

Research Topic: Evaluation of an Online Learning Platform for Engineering Education

The following table effectively illustrates how student satisfaction with a learning platform for engineering education can be approached using both quantitative and qualitative research methods.

Quantitative Research:	**Qualitative Research :**
Objective : Measure overall satisfaction levels of engineering students using a numerical rating scale.	*Objective :* Explore detailed feedback and experiences of engineering students using open-ended questions.
Methodology : • Administer a satisfaction survey with quantifiable rating questions tailored to engineering coursework. • Collect numerical data on satisfaction scores. • Use statistical analysis to identify trends and overall satisfaction levels specific to engineering education.	*Methodology :* • Conduct interviews or open-ended surveys with engineering students to gather qualitative responses. • Analyze qualitative data thematically, focusing on aspects relevant to engineering education.
Findings : Provide numerical insights into the average satisfaction level and key trends specific to the engineering learning context.	*Findings* Offer rich, detailed descriptions of engineering student's experiences and capture refined feedback that quantitative measures might miss, shedding light on unique challenges and opportunities in online engineering education.

1.5.6 Problem-Solving Methodology: Polya's Approach :

George Pólya (1887–1985) proposed a **4-step procedure** for mathematical problem-solving, which has been found to be applicable to engineering researchers. Recent studies have affirmed the relevance of these recommendations. The suggested steps to solve a research problem are:

1. **Understand :** Understand the problem, Restate the problem in your own words , and visualize the problem by drawing figures, and determine if additional information is needed.

2. **Explore Strategies :** Explore various strategies to solve the problem, systematically. Look for patterns that might lead to a solution.

3. **Implement :** Implement the chosen strategy(plan) to solve the problem, to see if it works. If the plan doesn't work, start over(iterate) with another approach. Having engaged with the problem extensively and revisiting it multiple times, one may develop a new idea to solve the problem.

4. **Reflect :** After completing the problem-solving process, take the time to look back and reflect on the journey. This practice aids in understanding and assimilating the strategy. Such reflective practice serves as an investment in the future for continuous improvements in problem-solving and personal growth.

1.6 Ethics in Engineering Research

Ethics in engineering research is focused on the ethical considerations within the research process. Ethics refers to a set of rules distinguishing acceptable and unacceptable conduct, distinguishing right from wrong. Most people learn such norms in their formative years but moral development continues through different stages of growth. Although everyone recognizes common ethical norms, there can be differences in interpretation and application.

1.6.1 Historical Evolution of Research Ethics:

tuitive(does not align with what one might naturally expect based on prior knowledge or experience), even to someone familiar with the area. These attributes include:

(i) Addresses a topic that the research community has been anticipating.

(ii) Simplifies a central part of theory.

(iii) Introduces a new result, initiating a new subject or area.

(iv) Offers a novel method or enhancements to existing methods with practical applications.

(v) sometimes, provides a result that stops further work in a particular area.

1.5.5 Decision to Tackle a Problem:

The researcher must be thoroughly convinced that the problem is worthwhile before initiating the investigation. Optimal efforts come when the work is worth doing, and the *problem and/or solution* has a better chance of being accepted by the research community.

It is essential to recognize that not every solved problem needs to be of great importance or impact. Sometimes major advancements are made through solutions to small problems dealt with effectively. Some problems are universally considered hard and open, and have deep implications and connections to different concepts.

Majority of researchers may not engage with such problems during their careers. However, hard problems get solved only because people take them seriously as challenging problems and **tackle** them with willingness and with determination. Such people have a mindset that embraces complexity and uncertainty in the pursuit of solutions. They approach problems with a mindset that welcomes complexity and uncertainty in the quest for solutions.

Even if the attempt to solve a challenging problem is unsuccessful, there might be partial or side results that can still fulfill the immediate requirement of generating content for the dissertation.

Nuremberg Code :

International norms for the ethical conduct of research have a deep-rooted history, dating back to the adoption of the **Nuremberg Code** in 1947. The Nuremberg Code, is a set of ethical principles for human experimentation. It originated in response to the Nuremberg Trials, where Nazi doctors were prosecuted for conducting inhumane experiments during World War II. Researchers must obtain informed consent from participants, especially in studies involving human subjects.

Influence of the British Royal Society on Research Credit:

The issues associated with research credit find their roots in the seventeenth-century establishment of the British Royal Society (BRS), which aimed at refining the methods and practices of modern science. BRS played a crucial role in shaping the timing and credit issues related to research results. According to this, priority for publication was given to whoever first submitted findings, rather than focusing on determining who had first made the discovery.

1.6.2 Ethical Considerations in Authorship :

Two simple but significant questions to address the tricky issue of authorship in research are :

(i)who should be included as an author and

(ii)the appropriate order of listing authors.

In today's interconnected world, the issue of coauthorship is very relevant to all researchers, challenging the contributions during different phases of research.There are issues around individuals may be actively involved in the research process but may not contribute to the drafting phase. Moreover, certain universities have imposed restrictions on coauthorship to prevent malpractices.

1.6.3 Distinguishing Research Ethics and Responsible Conduct of Research in Engineering :

Government bodies, and universities worldwide have adopted certain codes for research ethics. However, there is a common misconception regarding the interchangeable use of two terms: research ethics and responsible conduct of research. Research ethics and the responsible conduct of research are related but not interchangeable. Research ethics looks at the ethical application of research outcomes, while Responsible Conduct of Research addresses the ethical considerations in how the research work is undertaken.

Research Ethics:

Research ethics primarily focuses on the moral principles and guidelines governing the conduct of research. It focuses on ensuring integrity, honesty, and fairness in the research process. Key areas include the treatment of research subjects, confidentiality, data handling, and ethical communication of research outcomes. In essence, research ethics addresses the ethical implications of the research itself.

Responsible Conduct of Research(RCR) :

Responsible Conduct of Research is a broader concept that extends beyond the ethical dimensions of the research itself. It encompasses the entire research process, emphasizing ethical behavior in interactions, collaborations, and the dissemination of results. RCR aims to maintain high standards of integrity and professionalism throughout the research process.

Research Ethics	Responsible Conduct of Research (RCR)
Research ethics involves moral principles governing the conduct of research. For example, in engineering, it ensures the fair treatment of participants in a human subjects study, protection of intellectual property, and honest reporting of results.	Responsible Conduct of Research is a broader concept that extends beyond the ethical dimensions of the research itself. In engineering, this includes maintaining integrity in project management, acknowledging collaborators' contributions, and avoiding the fabrication or falsification of data.
Key areas include the treatment of research subjects, confidentiality, data handling, and ethical communication of research outcomes.	RCR aims to maintain high standards of integrity and professionalism throughout the research endeavor. It involves ethical considerations in how the research work is undertaken, including interactions and collaborations.

Example: Consider a project focused on developing driverless(autonomous) cars. During testing, researchers uncover vulnerabilities that could be exploited for malicious purposes.
Research ethics considerations in this scenario might involve:
(i) What ethical considerations should guide the development of such technology?
(ii)How can the team prevent the misuse of autonomous vehicles for harmful activities?
(iii) Are there ethical guidelines for the responsible development of autonomous systems?
Responsible Conduct of Research Now, consider how the research is carried out. It involves challenges such as:
(i) Are researchers actively engaged in developing safety measures for autonomous cars?
(ii) Do they collaborate with cybersecurity experts to secure the technology?
(iii) How do they communicate potential risks to the public and regulatory bodies?
In this way, research ethics addresses the broader implications and applications of the research outcomes, while the responsible conduct of research focuses on the integrity and methodology of the research process itself.

1.7 Ethics in Engineering Research Practice

Ethics in engineering research practice extends beyond the laboratory or research setting to encompass the ethical challenges faced by engineers in the practical application of their