



Transforming Assessment

Webinar Series

30 Apr 2020: 07:00AM UTC

Authentic online oral assessment - an examination replacement

Danielle Logan, Popi Sotiriadou and Rae Jobst
Griffith University, Australia

Webinar Hosts

Professor Geoff Crisp,
Deputy Vice-Chancellor & Vice-President Academic
University of Canberra

[g.crisp\[at\]canberra.edu.au](mailto:g.crisp[at]canberra.edu.au)

Dr Mathew Hillier,
Macquarie University
[mathew.hillier\[at\]gmail.com](mailto:mathew.hillier[at]gmail.com)

Just to let you know:

By participating in the webinar you acknowledge and agree that:

The session may be recorded, including voice and text chat communications (a recording indicator is shown inside the webinar room when this is the case).

We may release recordings freely to the public which become part of the public record.

We may use session recordings for quality improvement, or as part of further research and publications.



e-Assessment SIG

ascilite

SHAPING THE FUTURE OF TERTIARY EDUCATION



Re-thinking your invigilated exam – Interactive Oral Assessments

Welcome to those
watching this
recording!

Recording...



Welcome



Danielle Logan
Learning & Teaching
Consultant
Griffith Business School



**Associate Professor
Popi Sotiriadou**
Department of Tourism,
Hospitality and Sport
Management
Griffith Business School



Rae Jobst
Educational Designer
Griffith Online
Griffith University



Acknowledgement of Country

We acknowledge the Traditional Custodians of the land on which we meet and pay respect to Elders, past, present and emerging, and extend that respect to all Aboriginal and Torres Strait Islander people.

Interactive Oral Assessment: an authentic and engaging alternative to examination

Presented by:

Danielle Logan (SFHEA)

Learning & Teaching Consultant

Griffith Business School

danielle.logan@griffith.edu.au

Popi Sotiriadou (SFHEA)

Associate Professor (Sport
Management)

Griffith Business School

p.sotiriadou@griffith.edu.au

The chat is moderated in this
session by:

Rae Jobst (SFHEA)

Educational Designer

Griffith Online

r.jobst@Griffith.edu.au



This Photo by [amtec_photos](#) is
licensed under [CC BY-SA- 2.0](#)



This Photo by Unknown Author is licensed under [CC BY-SA](#)

The What...

- Genuine and unscripted interaction between a student and other students or a student and an examiner
- Demonstrate knowledge verbally
- Authentic setting representative of a workplace environment/ scenario
- Not a Viva Voce Exam
 - 1.Engaging & Authentic
 - 2.Develop skills & enhance employability prospects
 - 3.Ensure high standards of academic integrity

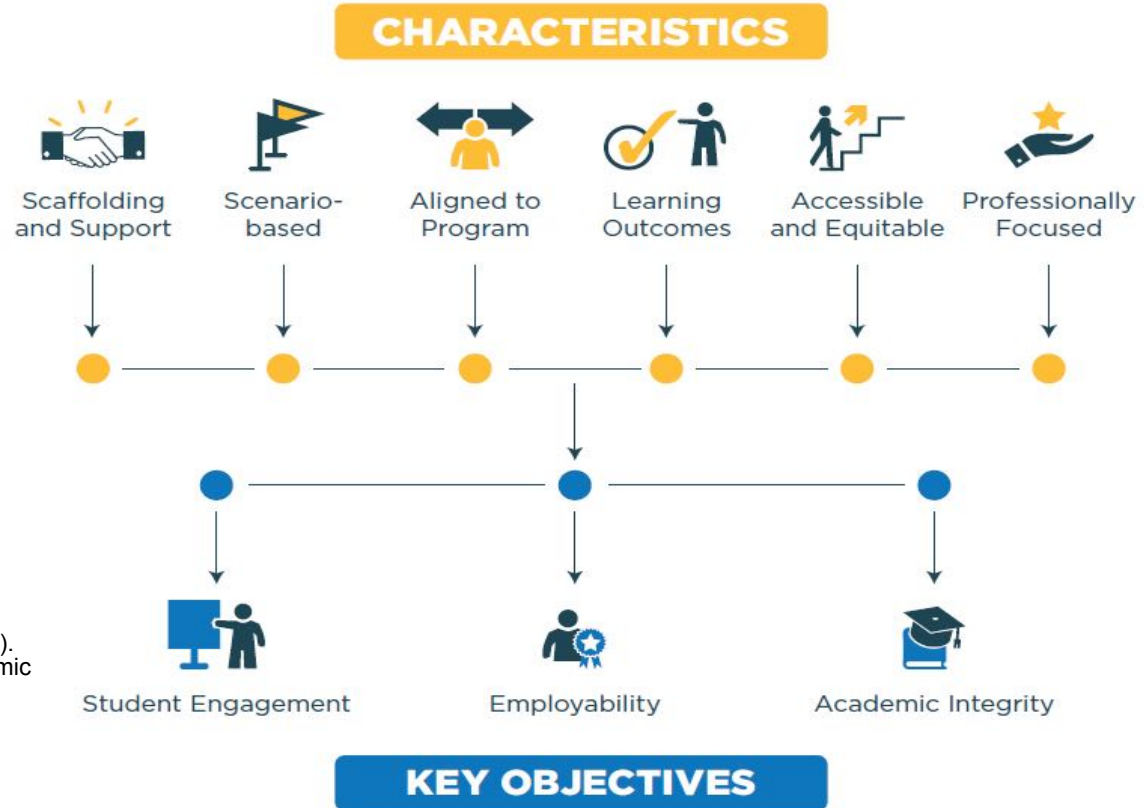
The Why...

- Interactive Orals tick all of these boxes
 1. Scalable
 2. Easy to Design
 3. Easy to Manage
- Offered Synchronously or Asynchronously
- Online and/or Face-2-Face
- Invigilated (when synchronous)
- Engaging for Students and Assessors



The How...

Key Objectives and Characteristics for the effective design of Interactive Oral Assessments



Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2019). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 1-17

<https://doi.org/10.1080/03075079.2019.1582015>

(See Page 13 for Framework)

The How... Data Sources by Cohort

2016

- Sport Management Course 1 (**First Cohort**)

2017

- Comparative Management On Campus, Online and OUA (**First Cohort**)

2018

- Sport Management Course 1 (**Second Cohort**)
- Sport Management Course 2 (**First Cohort**)
- ERHR Masters Course (**First Cohort**)

2019

- Sport Management Course 1 (**Third Cohort**)
- Sport Management Course 2 (**Second Cohort**)
- ERHR Masers Course (**Second Cohort**)

2020

- Economics Course 1 (**First Cohort**)
- Government and Business Relations Course 1 (**First Cohort**)

Pause for questions and comments

Now Apply... Interactive Orals in practice in the GBS

Assessment Type	Description	Course	AOL Data Collection
1 Scenario-based oral defence of a report	A3: Client Interview (<u>Individual Assessment</u>) (10 mins) 15%	2005IBA, IBA205 Comparative Management	Oral Communication PLO
2 Scenario-based group defence of a pitch	A1b: Defence of a pitch made to a facilities operations management stakeholders group (<u>Individual Assessment within group context</u>) (15mins) 15%	7337THS Managing Sport Venues and Facilities	Scaffolding Skills
3 Scenario-based performance review after group project	A3: Agile retrospective interview (<u>Individual Assessment</u>) (15 mins) 25%	7015EHR Advanced Human Resource Development	Oral Communication PLO
4 Scenario-based group defence of a Hotel's (and Dept's) performance	A4: Annual Shareholder's meeting (Dept Heads & Shareholders – <u>Individual Assessment within group context</u>) (30mins) 35%	3215THS Hotel Service Operations Management (Capstone Course)	Oral Communication PLO
5 Oral Exam – Viva Voce	A4: Answer 2 questions selected from 11 content areas but excluding calculations (<u>Individual Assessment</u>) (5 mins) 20%	1203AFE Money, Banking Finance	Scaffolding Skills

Vignette 1:

Group Interactive Oral 35%

Convenor: Dr Anna Kralj

- Capstone Course
- Group Simulation over 12 weeks
- Manage a Hotel's Service Operations
- Each individual responsible for a particular service sector
- Make decisions based on changing data
- Final assessment (Group Interactive Oral) scenario:
 - Stakeholders meeting
 - Defend the decisions YOU made
 - Authentic
 - Linked to Employability
 - Highest level of academic integrity
 - Assists with moderation

Assessment Task	Due Date	Weighting	Marked out of
<i>Test or quiz</i> Test	16 Apr 20 During Week 7 lecture	30%	30 marks
<i>Guided discussion with peers</i> Executive Committee Meeting	7 May 20 - 8 May 20 During Week 10 workshop	5%	5 marks
<i>Peer assessment</i> HOTS Balanced Scorecard	22 May 20 17:00	30%	30 marks
<i>Presentation - technical or professional</i> Interactive Oral: Annual Shareholders Meeting	25 May 20 - 4 Jun 20 Groups will be able to select a time slot over the 2 week period	35%	35 marks



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

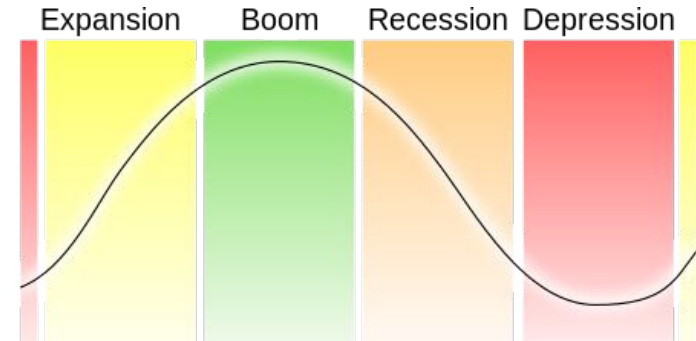
Apply... more Interactive Orals in practice in the GBS

	Assessment Type	Description	Course	AOL Data Collection
6	Scenario-based media statement and questioning	A3b: Media Statement on a Sport Organisation's long-term recovery plan and Response to Media Questions (<u>Individual Assessment</u>) (30%)	2312THS Sport Information	Scaffolding Skills
7	Time-Released Case Study – Scenario-based email responses (Written)	A3: Response to a crisis on behalf of a sport organisation. Response to four different stakeholders in the form of an email. (<u>Individual Assessment</u>) (35%)	3110THS Contemporary Issues in Sport	Stakeholder Diversity PLO
8	Scenario-based oral linked to a part of the course content	A6: Oral Presentation (Public communication as an Economist) – <u>Individual Assessment</u> (10 mins) 318 Students (4 Tutors) 30%	1303AFE Economics for Decision Making	Scaffolding Skills
9	Scenario-based oral linked to the whole course content	A4: Media Interview (Media-based communication as an Economist) – <u>Individual Assessment</u> (10 mins) 168 Students 30%	2304AFE Intermediate Macro Economics	Scaffolding Skills
10	Scenario-based defence of previous assessment and interview based on a part of the course content	A4: Interactive Oral TBA (Government/Private Sector communication as an Economist) – <u>Individual Assessment</u> (10 mins) < 170 Students NA	3311AFE Cost benefit Analysis	Social Responsibility and Sustainability PLO

Vignette 2: Scaffolded over a major 3 x 30%

Convenors: Dr Parvinder Kler, Professor Fabrizio Carmignani & Professor Ross Guest

- Discipline: Economics
- Developing oral communication skills in future Economists
- First Year: Communication to a friend/family member – the need to **reteach a concept**
- Second Year: Communication via the **media** to the public – the need to communicate to a generalist audience
- Third Year: **Government/Private Sector** Communication
- Final assessment (Individual Interactive Oral) scenario:
 - Dinner Table Chat/Media Interview/Government Briefing
 - Logical sequence of arguments/coherent response/ relation to theory/current examples/economic vocabulary
 - Authentic
 - Linked to Employability
 - Highest level of academic integrity
 - Scaffolded to previous assessments



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Apply... and more Interactive orals in practice in the GBS

Assessment Type		Description	Course	AOL Data Collection
11	Scenario-based defence of previous assessment and interview based on a part of the course content	A4: Interactive Oral 30% (Government/Private Sector communication in Business) – <u>Individual Assessment</u> (10 mins) – 221 Students (4 Tutors) - NA	2004GIR Government-Business Relations	Scaffolding Skills (Possibly First Peoples T2)
12	Assignment Draft and Interview	A1: Assignment Draft and Interview (10%) Students submit the draft of a written assignment (A2) and attend an interview to discuss how appropriate economic models may be utilised as tools of analysis in the student's assignment. <u>Individual Assessment</u> (10 mins)	1307AFE Digital Economy and Analysis	Scaffolding Skills

Vignette 3: First Year, First Assessment 10%

Convenor: Dr Tommy Soesmanto

- Discipline: Business Data Analysis
- Enable students to communicate their research
- Scaffold the preparation of student's first Written Assignment
- Scenario: Submit a draft paper and communicate how economic models may be used in analysis for research
 - Supports the preparation of the draft of the first written assignment
 - Reteach theories and apply correctly to research
 - Authentic
 - Linked to Employability
 - Highest level of academic integrity
 - Scaffolds subsequent assessments
 - Early assessment supports retention efforts



Apply... still more interactive orals in practice in the GBS

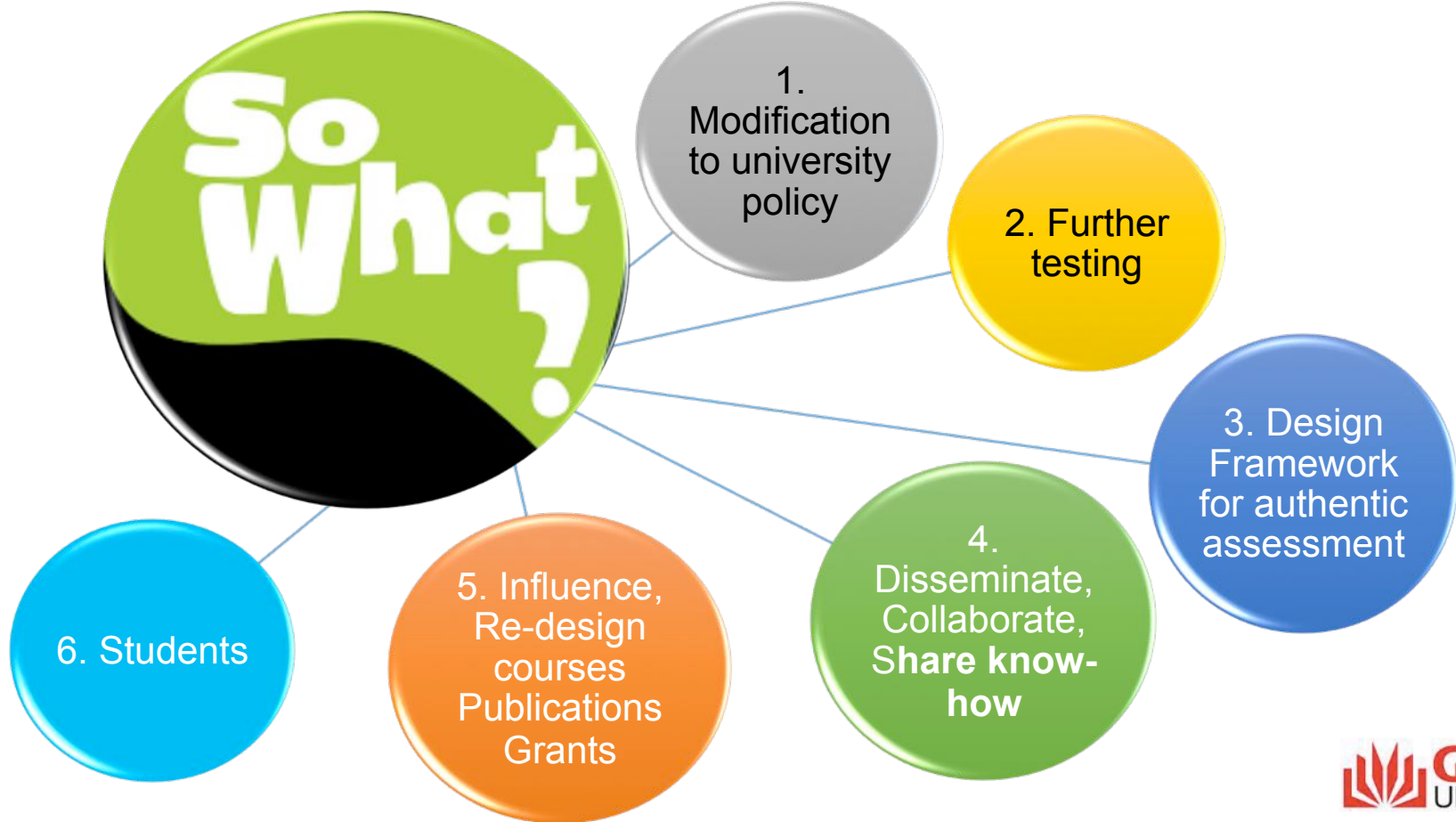
Assessment Type		Description	Course	AOL Data Collection
13	Scenario-based oral linked to all previous course assessment	A4: Job Interview (<u>Individual Assessment</u>) (10 mins) 25%	2309THS Sport Management Principles	Professional Awareness PLO
14	Scenario-based oral interview linked to a case study provided in advance	A4: Interactive Discussion defending excel calculations provided in a business-style response to a hypothetical but authentic situation prior to the interview. (10 mins) 30%	7211AFE Corporate Finance	Scaffolding Skills

Vignette 4 - Sport Management Job Interview 25%

Convenor – Associate Professor Popi Sotiriadou



Impact from intervention



Authentic Assessment Design

“The assessment had real world relevance”
“...enabled me to gain professional skills...thereby enhancing my employability”

1. **Authenticity:** “...because it is based around a 'real life' organisation and the information needed to complete this assessment is not easily fabricated”

2. **Specificity:** “The specific information I needed was not available to be purchased so I had to research on my own”

3. **Scaffolding:** “Once you choose a case study or venue to do your 1st assignment on ...you'll have to learn the assignment to do the last two assessment pieces”

5. **Uniqueness/personalised** “...my assessment is very different to everyone else's - it is based on a different organisation and it unfolded based on my interests and the angles I chose”

4. **Engaging:** “The research and task were easier to do since it incorporated my interests as I am a fan of soccer”

Pause for questions and comments

Logistics – Policy Considerations

If offered as the final assessment and there is no final exam:

- **Interactive Oral Assessments may be held in the exam period**

All Interactive Orals are:

- **A school-based assessment**

Held online or in offices in Departments (additional room bookings are often not possible at these points of the semester).

All Interactive Orals are recorded using **Collaborate Ultra** for moderation/appeal purposes.

Students who have not booked via the **O365 Bookings App** by a certain date should be emailed a reminder.

Recommend going through the booking in the Week 11 workshops (second last teaching week).

Do not book too early – too many students book early and then need to change their times.

If online, there are multiple solutions depending on cohort size.

- Individual sessions per student, OR
- One block session (e.g. Friday morning 10am to 12pm – students come in and out)

A large, abstract blue ink splatter or paint blotch on the left side of the slide, with various shades of blue and white, creating a textured, artistic background.

Academic Integrity – Policy Considerations

Provision of Student ID – **“I can’t cheat – I don’t have a twin!”**

As per the assessment policy (New provision added to accommodate this assessment).

Online students do not have a student ID (but do have a Passport/Drivers Lic etc.).

Students (if online) must upload a scanned or photographed image.

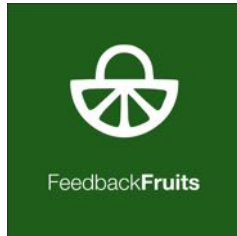
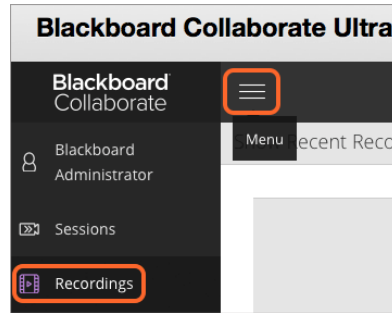
Use the Bb Assessment Tool Submission Point for this.

Other students provide Student ID when they attend in the room/online.

Primary Convenor must provide tutors with a **printed class list with photos** to double check ID.

- Onus is on students to book
- Very clear course site instructions
- Provision of Briefing Videos and Exemplars
- Marked on a rubric

Technology



Learning@Griffith

ALEC – for Assurance of Learning

Bookings App

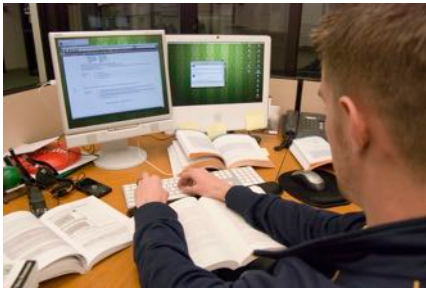
Calendar (Groups for each Tutor)

Collaborate Ultra

Alternate Assessments in kind...

- VoiceThread
- FeedbackFruits
- Adaptive Release of questions & upload of video link to responses (created in YouTube or Youku etc)
- Adaptive release of questions & upload of written responses in a given time.

Invigilated Online Exams - Alternate Assessment Design Ideas



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Invigilated exam alternatives

1. **Synchronous Interactive Oral**
F2F via Collaborate Ultra
 - Defence of prior assessment + content- related questions framed within a scenario (correcting a mis-statement, briefing a manager, justifying recommendations)
 - Content-related questions framed within a scenario (when in industry would this content be called upon?)
2. **Asynchronous Interactive Oral**
via video link-only (unlisted: anyone with the link can view) upload URL to submission point (YouTube/Youku) etc or VoiceThread
 - Design options as for Synchronous
3. **Teams/Collaborate Ultra Invigilation**
by convenor/GU staff

Non-invigilated exam alternatives

1. **Synchronous Interactive Oral**
2. **Asynchronous Interactive Oral**
3. **Online Test**
built from multiple pools where randomised questions and answer display settings are in place
4. **Time-released Case Study or Questions**
submitted to text-matched submission point (Personalised questions by student and Adaptive Release in place per student)
5. **Written paper**
submitted to text matched submission point

Potential Issues?

Technology – A key issue for the online oral exams.

Clear audio is important for the student and the examiners that both parties can be heard clearly with no disruptions. Poor quality audio and/or video may be very distracting to both students and examiners.

Space – some students may have difficulty finding an appropriate physical space in which to take the exam (free from noise disruptions etc)

Timing - With any online assessment the issue of timing is important. Often online students are situated in multiple time zones. Finding time for a synchronistic online oral exam may be challenging.

Tips for running an interactive oral exam

The timing of the exam needs to include time to set up and check technology.

The schedule of online oral exams should factor in the potential for technical difficulties that might lead to the exam over-running.

You may like to schedule the interactive oral exams every 15 minutes to 20 minutes to include a buffer time.

The purpose of the exam should be clear, and an explanation given on how the session will be run. Creating a **marking rubric**, **briefing videos** and **video exemplars** have proven success in preparing students for Interactive Oral Assessments.

Marking Rubrics... by question

- Looking for quality arguments, insightful responses, defensible views.
- The quality of **what** the student says
- Assessed by question across multiple criteria

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Question #1 Relevance of the argument: Ability to identify and cohesively respond to a question related to the theoretical concepts/ issues covered in the course.	The response comprehensively addresses the question, going straight to the point and stating a clear punchline. The punchline is supported by a well-organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, going straight to the point and stating a clear punchline. The punchline is supported by an organised and concise exposition of the underlying supporting evidence or theory.	The response addressed most of the key elements of the question, however, the point of your response and punchline are not always clear. The punchline is supported by a somewhat organised exposition of the underlying supporting evidence or theory.	The response addressed only some of the key elements of the question, and the point of your response and punchline are not well-defined. The punchline is poorly supported by underlying supporting evidence or theory.	The response did not provide a relevant argument to the question.
Question #1 Logical coherence of response: Ability to logically sequence arguments and ideas to present an informative and coherent response to a question related to the theoretical concepts/ issues covered in the course.	The response logically sequences arguments and ideas. An insightful and coherent response to the question is presented.	The response sequences arguments and ideas in a mostly logical order. An informative and coherent response to the question is presented.	The response sequences arguments and ideas in a somewhat logical order. A mostly well-formed response to the question is presented.	The response does not sequence arguments and ideas in a logical order. A very general response to the question is presented.	The response is consists of a collage of points that do not relate well to the question.
Question #1 Critical innovation: Ability to provide a critical view based on a defensible economic argument that is not just a repetition of ideas/views presented in the workshops.	The response includes a well-formed critical view based on an insightfully chosen, defensible economic argument; the argument provides significant original/ innovative ideas and/or policy recommendations.	The response includes a clear critical view based on a well-chosen, defensible economic argument; the argument provides somewhat original/innovative ideas and/or recommendations.	A critical view is evident in the response. This view is based on a somewhat relevant economic argument; ideas and/or policy recommendations are mostly unoriginal or lack significant innovation.	A critical view is somewhat evident in the response. This view is loosely based on an economic argument; the argument is a repetition of ideas and policy recommendations from materials presented in the workshops.	A critical view is not provided in the response to this question.

Marking Rubrics...expression & flow

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Overall Organisation, Expression and Flow: Responses are well crafted, use economic vocabulary and are well-timed. Overall, responses are delivered in a highly impressive and confident manner using language targeted to a generalist audience. The student speaks clearly, at an appropriate volume and pace.	Answers are exceptionally well crafted using economic language, and well timed. Impressive and confident presence. Comes across as well-prepared and professional. Answering at a good pace, without any inappropriate pauses. The student has a clear voice, uses language suited to a generalist audience and is very expressive throughout the oral response.	Answers are well crafted using economic language, with good timing. Somewhat impressive and confident presence, comes across fairly well-prepared. Answers are delivered at a good pace. Any pauses do not detract from the understanding of the content. The student has a clear voice and uses language suited to a generalist audience. The responses could be more consistently expressive.	Answers are of average quality using some economic language and could be better timed. Elements of the delivery are too fast or too slow, some pauses that detract understanding of the content. The student has an audible voice, but only sometimes targets the language to a generalist audience and could improve on expression.	Presents information and ideas at a basic level without the use of economic language, which the examiner occasionally finds difficult to follow. Some signs of nervousness and lack of preparation is evident. Several elements of delivery are too fast or too slow or there are inappropriate pauses that detract from the understanding of the content. The student's voice needs more clarity and expression. The examiner has some difficulty in in hearing or understanding some aspects of the answer and there is no effort to target the answer to a generalist audience.	Poorly developed and illogical responses that do not use economic language and which the examiner cannot follow. Appears disorganised/distracted or very nervous. Delivery is too fast or too slow or there are several lengthy and inappropriate pauses that detract from the understanding. The student mumbles, and the examiner has difficulty in hearing or understanding the response.

Pause for questions and comments

Resources



Interactive Oral Assessment; an authentic and integral alternative to examination.

Developed for the Griffith Business School by Danielle Logan, Assoc. Prof. Popi Sotiriadou, Dr Amanda Daly and Prof. Ross Guest

<https://sway.office.com/yQ2s0Bm3ILkWtGII>

Hear from an educator

This resource has been created by academics in the Griffith Business School and includes interviews with **Associate Professor Popi Sotiriadou, Dr Amanda Daly and Dr Sangita De** regarding their experiences using the **What, Why, How and Apply of Interactive Oral assessment design** in their courses over the past four years.

Resources

Hear from an educator

Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2019). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 1-17 <https://doi.org/10.1080/03075079.2019.1582015>



Go to 3.22 to hear how MIT Olivier de Weck academic uses an online oral exam in his System Engineering Course.

https://www.youtube.com/watch?v=3_vcJ6l7b8Y&feature=youtu.be



Deakin University: Guidelines for conducting an Oral Thesis Examination

https://www.deakin.edu.au/_data/assets/pdf_file/0011/748019/Guidelines-for-conducting-the-oral-thesis-examination-copy-for-web.pdf

Bye for now!



Image: CC0 – Source: <https://pixabay.com/en/farewell-say-goodbye-bye-road-3258939/>



Webinar Session feedback

With thanks from your hosts

Professor Geoff Crisp,
Deputy Vice-Chancellor & Vice-President Academic
University of Canberra
[g.crisp\[at\]canberra.edu.au](mailto:g.crisp[at]canberra.edu.au)

Dr Mathew Hillier,
Macquarie University
[mathew.hillier\[at\]gmail.com](mailto:mathew.hillier[at]gmail.com)

Recording available

<http://transformingassessment.com>

Next session 6 May 2020

**Online exam challenges:
migration or transformation?**

Register <http://taw.fi/6may2020>



e-Assessment SIG

ascilite

SHAPING THE FUTURE OF TERTIARY EDUCATION