

# EdTech for Interactive Oral Assessments - the way to go

Monica Ward, Jagadees Thangaraj, Fiona O'Riordan

# Overview

- Interactive Oral (IO) assessment
  - What it is
  - What it's not
  - Benefits
- Case study
- How EdTech can help
- Reflections
- Recommendations

# Interactive Oral Assessment – What it is

- An IO is a two-way conversation
  - Genuine
  - Unscripted
  - Scenario-based (Sotiriadou et al., 2020)
- Students get a chance to demonstrate their knowledge in conversation with an assessor.
- Aim: explore a student's knowledge and understanding

# Interactive Oral Assessment – What it isn't

- An IO is not
  - Viva exam
  - Oral presentation
  - Not a Q&A session
  - “under exam conditions”
    - No verbal clues from examiner

# Interactive Oral Benefits

- Quality assurance of learning
- Academic integrity
- Inclusive
- Real-world, authentic assessment
- Easy to design, easy to use
- Flexible
- Engaging
  - Positive feedback from students
  - Positive feedback from academics

## Interactive Oral use

- Used in Griffith University (Australia) > 6 years
- Online or in person
- Usually synchronous
  - But can be asynchronous
- Suitable for
  - All disciplines
  - All years
  - At different points in a semester
- Overview [video](#)

# Interactive Oral Case Study

- Context
  - First year Computing students
  - Student groups were a software consultancy team
  - Task: recommend technology A or technology B to a client
  - Students saw an example of similar IO scenario
  - Reviewed and discussed rubrics

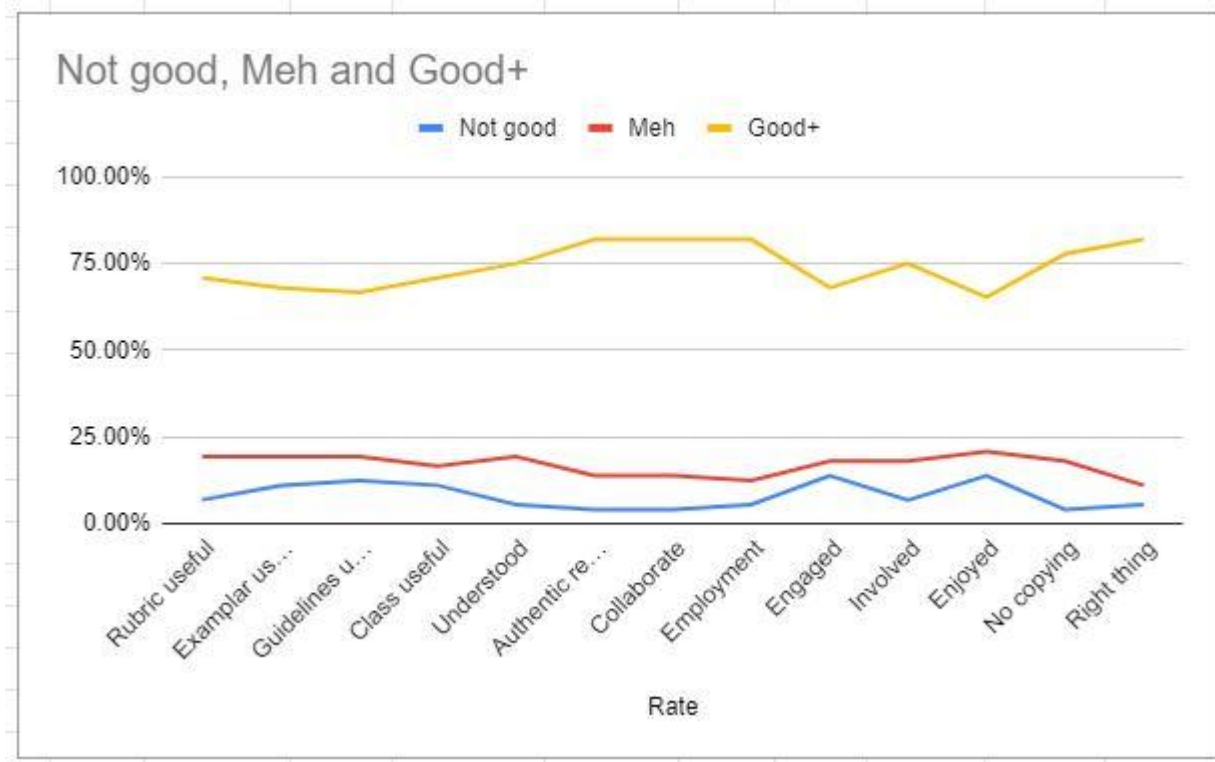
# Interactive Oral Case Study

- Why
  - Moved to 100%
  - Academic integrity reasons
  - Interesting and exciting
    - (especially compared to reading reports)
  - Efficient for marking
    - Mark immediately afterwards and your done!



# Interactive Oral Case Study

## Student Feedback



# Interactive Oral - EdTech

- All stages of the life-cycle
  - Planning
    - Zoom Community of Practice meetings
    - Griffith University (time zone differences)
    - Help to design rubrics
  - Preparation
    - Video of similar scenario
  - IO assessment session
    - Zoom
    - Real-time marking
  - Follow-up
    - Marks entry
    - Student feedback

# Interactive Oral - EdTech

- VLE (Moodle)
  - Organise and manage groups
  - Share rubric
  - IO example
  - Scheduling tool
  - Online rubric (marks entry)
- Online marks sheet
- Zoom

Interactive  
Oral - EdTech

Example video for students to review



# Interactive Oral - EdTech















## Rubric for students to review – Goole Doc

### IO Rubric

	Excellent	Very Good	Good	Fair	Poor
Criterion 1: (Interactive Oral) Logical coherence and responsiveness to prompts	Consistently clarifies, restates and responds to prompts; <u>summarises</u> when needed and actively encourages interaction with other team members and the marker within a scenario.	Generally responds well to marker comments, prompts and needs; provides opportunities for interaction with other team members and the marker within a scenario.	Somewhat responsive to marker comments, prompts and needs; misses some opportunities for interaction with other team members and the marker within a scenario.	Responds inconsistently to marker comments, prompts and needs; reluctantly interacts with other team members and the marker within a scenario.	Responds to prompts inadequately and/or fails to interact with other team members and the marker within a scenario.
Criterion 2: (Interactive Oral) synthesis/adaptation of recommendations to accommodate changed scenarios	The response is highly insightful. It presents a highly convincing perspective and justified position backed with robust and insightful reasoning.	The response provides good insight. It presents a convincing perspective and justified position backed with some quality reasoning.	The response provides a glimpse of insight. It presents a somewhat convincing perspective but the position could have been supported by more concrete reasoning.	The response lacks much insight. It presents a perspective and a position but is not convincing due to a general absence of logical reasoning.	The response fails to convincingly and/or persuasively present a particular perspective. Significant disconnect in logic is evident.

# Interactive Oral - EdTech

## Scheduler tool

Actions		Add slots 	Delete slots 		
	Date	Start	End	Location	Students
<input type="checkbox"/>	Monday, 22 November 2021	10:30 AM	10:45 AM		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
<input type="checkbox"/>		10:45 AM	11:00 AM		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
<input type="checkbox"/>	Tuesday, 23 November 2021	9:00 AM	9:15 AM		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

# Interactive Oral - EdTech

- Zoom
  - See students' names
  - Ensure all students get a chance to talk
  - Recorded for quality purposes
  - Recorded for external examiner
  - Key skill for computing students to be able to communicate comfortably online (with international colleagues)

# Interactive Oral - EdTech

## Real-time marking – Google sheets

	C1	C2	C3	C4	C5	
Stu 1		3	3	3	4	4
Stu 2		4	4	5	3	3
Stu 3		4	4	4	2	3
Stu 4		3	5	3	3	3
Stu 5		4	3	3	4	5



# Interactive Oral - EdTech

## Rubric on Loop

Grade:

<p><b>Criterion 4: (Interactive Oral) Logical coherence and responsiveness to prompts</b></p>	<p>N/A: <b>0 points</b></p>	<p>Not satisfactory: Responds to prompts inadequately and/or fails to interact with other team members and the marker within a scenario.  <b>5 points</b></p>	<p>Satisfactory: Responds inconsistently to marker comments, prompts and needs; reluctantly interacts with other team members and the marker within a scenario.  <b>10 points</b></p>	<p>Good: Somewhat responsive to marker comments, prompts and needs; misses some opportunities for interaction with other team members and the marker within a scenario.  <b>15 points</b></p>	<p>V. Good: Generally responds well to marker comments, prompts and needs; provides opportunities for interaction with other team members and the marker within a scenario.  <b>20 points</b></p>
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# Reflections

- This would have been really difficult without EdTech
  - Working with colleague in Australia
  - Refining rubric
  - Recording and sharing example video for students
  - Scheduling sessions
  - Doing online Interactive Oral assessment
  - Marking students
  - Providing marks and feedback to students

# Recommendations

- Interactive Oral assessments are very worthwhile
  - For students
  - For academics
- EdTech makes the whole process much easier
  - VLE (many features)
  - Zoom
  - Google sheets
  - Integrated approach
  - Smooth, efficient and effective process

# Reference

- Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2020). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 45(11), 2132-2148.