

**Title:** Interactive Oral Assessments: A viable solution to mitigate potential reverse effects of global threats to the higher education sector.

## What is an Interactive Oral?

An Interactive Oral is an “efficient and effective form of authentic assessment that promotes *skill development* and *employability*, enhances overall *student engagement* and a *personalised* approach to learning and teaching, and preserves *academic integrity*”<sup>1</sup>.

### Why use it?

- (a) Interactive Orals are an **effective** form of authentic assessment that offers a viable solution to **mitigate** potential **reverse effects of global threats** to the higher education sector.

Across the higher education sector there is a need to offer students **engaging** and **authentic** learning and teaching experiences and assessment tasks that develop their **skills** and enhance their **employability** prospects, while at the same time, ensuring high standards of **academic integrity**. Our studies show that students regard Interactive Orals as a unique opportunity for **real world engagement**<sup>2</sup>. In the wake of COVID-19, the need to provide **alternate assessments** which meet these requirements became essential; *interactive orals* tick all of these boxes.

- (b) Interactive Orals are **scalable**, easy to **design and manage** and can be offered **online and/or face to face**.

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

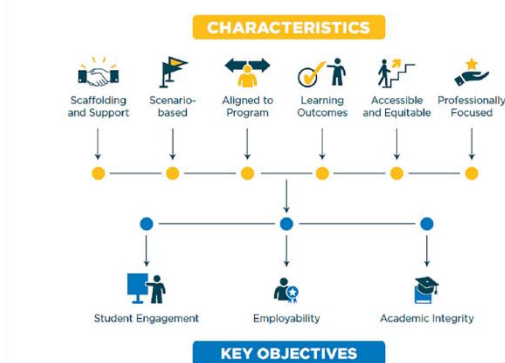


Figure 1. Proposed Framework for Authentic Assessment Design: Interactive Oral Assessment as Authentic Assessment Design.

Our work demonstrates that the **six principles of the Authentic Assessment Design framework**<sup>3</sup> are applicable to designing Interactive Orals for large first- and second-year business courses as well as small cohorts, both face to face and online.

Specifically, online students who were offered Interactive Orals indicated the “*ease* of accessing the assessment, the *convenience* of sitting and Interactive Oral and the benefits in terms of being a good *time management* solution” (e.g., less travel, work/life commitments)<sup>4</sup>.

Source: [https://www.tandfonline.com/doi/pdf/10.1080/03075079.2019.1582015?casa\\_token=J8lV8y6UuAAAAA:zqrP7Hfc9Q\\_MZdEil-p4Y739P4W9FcbVnZvYRz-SZmk985PkGkOoMhHCOlSa\\_jye@1rSYK-MY&fcid=hwAR1E1y0yqdt2FrcJowmsLOxb1oAwXCUP0IVZlnoDYW5b5pmAMemlyPUE8](https://www.tandfonline.com/doi/pdf/10.1080/03075079.2019.1582015?casa_token=J8lV8y6UuAAAAA:zqrP7Hfc9Q_MZdEil-p4Y739P4W9FcbVnZvYRz-SZmk985PkGkOoMhHCOlSa_jye@1rSYK-MY&fcid=hwAR1E1y0yqdt2FrcJowmsLOxb1oAwXCUP0IVZlnoDYW5b5pmAMemlyPUE8)

- (c) Interactive Orals are an **efficient alternative assessment option**

We stress that Interactive Orals can be an alternative assessment option that can **easily be designed** using the Authentic Assessment Design framework and in **collaboration with Learning and Teaching Consultants**<sup>5</sup>. That collaboration is essential for a successful outcome and in providing the whole suite of **supporting resources** that students will need along the way (e.g., rubrics, assessment criteria, PLOs, etc.). Furthermore, Interactive Orals offer an alternative to **replacing invigilators** and **marking** Interactive Orals is not laborious nor lengthy. Importantly, unlike Vivas which are associated with eliciting stress to students, our data shows that Interactive Orals have a **positive connotation** as interactive and authentic alternative that offer an opportunity for **genuine and unscripted interaction** between a student and other students or a student and an examiner. Additionally, an Interactive Oral is an

<sup>1</sup> 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.

<sup>2</sup> Logan, D., Sotiriadou, P., Daly, A. & Guest, R. (2017). Interactive oral assessments: Pedagogical and policy considerations. In J. Dron & S. Mishra (Eds.), *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 403-409). Vancouver, British Columbia, Canada: Association for the Advancement of Computing in Education (AACE). Retrieved March 11, 2020 from <https://www.learnstechlib.org/primary/p/181304/>.

<sup>3</sup> Sotiriadou et al. (2019).

<sup>4</sup> Sotiriadou, P., & Logan D. (2019). Engaging and authentic assessment design to preserve academic integrity, promote employability and improve learning outcomes. Invited presentation to Nelson Marlborough Institute of Technology, New Zealand.

<sup>5</sup> Daly, A., Logan, D., Sotiriadou, P. & Guest, R. (2018). Engaging and authentic assessment design to promote academic integrity and employability. AACSB Assessment and Impact Conference, Baltimore, 11-13 March, 2018

opportunity for students to demonstrate their **knowledge** verbally in an authentic setting representative of what would be encountered in the workplace environment.

Overall, interactive orals offer an efficient and effective alternate assessment that advances skill development and student satisfaction, offer scalability across all year-levels of study (in-person and online), and present a viable solution to mitigate potential reverse effects of global threats to the higher education sector.

(d) What assessment **design options** are available?

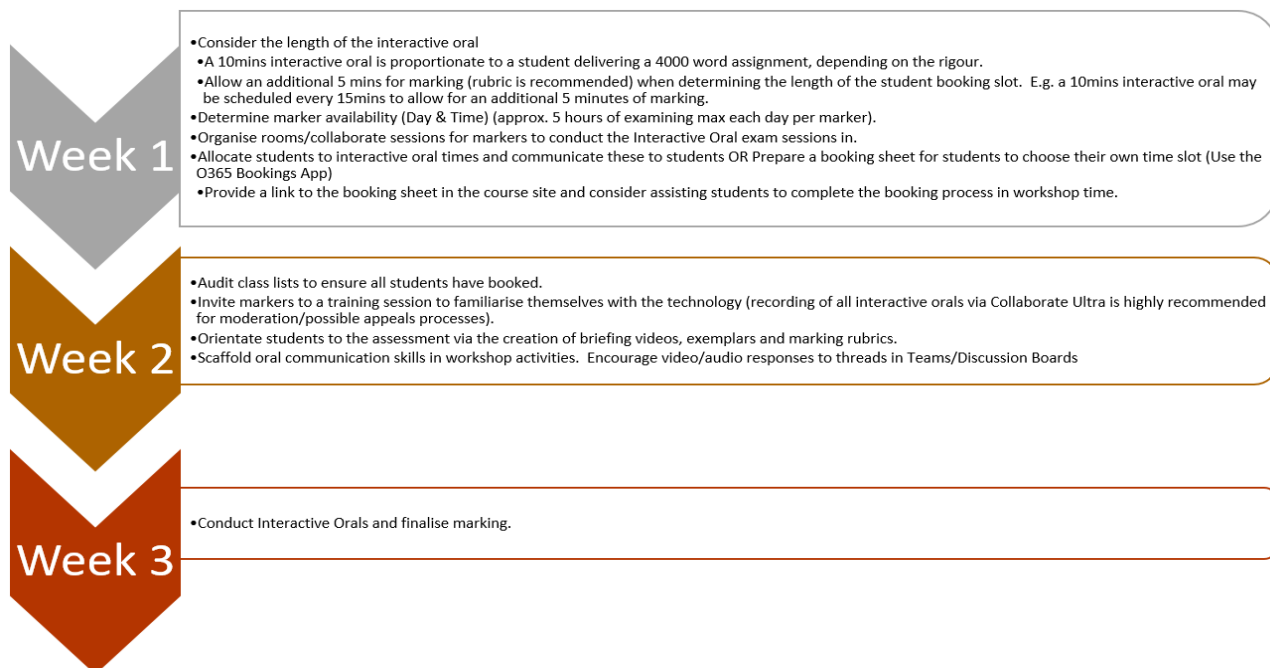
Assessment designs are limited only by imagination. There are currently 12 different course assessment designs that include Interactive Orals in the Griffith Business School – these all may be adapted to suit other disciplines. The table below provides some assessment descriptions and also indicates where data is collected for accreditation purposes in these assessments. Please contact your group’s Learning & Teaching Consultant for further advice on a design that will meet your course’s particular needs.

## 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) 25%	2005IBA, IBA205 Comparative Management	Oral Communication PLO
2	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
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 (On hold)	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
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 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
9	Scenario-based oral linked to the whole course content	A4: Media Interview 30% (Media-based communication as an Economist) – <u>Individual Assessment</u> (10 mins) 168 Students – NA & GC	2304AFE Intermediate Macro Economics	Scaffolding Skills
10	Scenario-based oral linked to a part of the course content	A6: Oral Presentation 30% (Public communication as an Economist) – <u>Individual Assessment</u> (10 mins) 318 Students (4 Tutors) – NA & GC	1303AFE Economics for Decision Making	Scaffolding Skills
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	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

How fast can I **prepare and run** an Interactive Oral? Interactive Orals offer a summative form of assessment and can replace a traditional Written Examination. The design requires a lead in of just 2 to 3 weeks.. This is especially useful in response to the COVID-19 where invigilation is required/desired. The timeline below shows the steps of planning and running an Interactive Oral exam.

# Interactive Oral Timeline



**Interactive Oral Assessment Roles:** Interactive Orals are not labour-intensive to administer. Below is an example of the tasks that each member of the teaching/support team would undertake.

- **Course Convenor in conjunction with a Learning & Teaching Consultant:** Scenario and question design, set up of booking sheet/collaborate ultra sessions, provision of technology training and moderation sessions for markers, creation of supporting resources for students (e.g., marking rubric, briefing and exemplar videos), provision of scaffolding activities in workshops/Teams discussions.
- **Head Tutor:** Collation of timetabling information from marking team, Audit of class lists to ensure all students have booked or allocation of students to convenor-timetabled timeslots.
- **Marker:** Attend training/moderation sessions, administer interactive orals, provide feedback via a marking rubric. Verify student IDs at the time of examination.

**Course Site Resources:** Students reported that as they prepare for an Interactive Oral, the provision of a video briefing on the assessment, the marking rubric, and an exemplar Interactive Oral are highly beneficial. Professor Fabrizio Carmignani, the Dean (Academic) of the Griffith Business School, has implemented an Interactive Oral in his 2<sup>nd</sup> year intermediate macroeconomics course. His assessment [briefing video](#), [marking rubric](#) and [exemplar video](#) will be useful for review to any course considering implementing this design.

**Booking Sheet:** By creating a booking sheet via the [O365 Bookings App](#), convenors will give students the option to choose a time for their school-based Interactive Oral that does not clash with other timetabled classes or exams. The Bookings App provides scalability of this assessment, giving convenors the ability to schedule interactive orals on various campuses - administered by numerous markers, each of whom may have their own particular availability. A direct link to each booking sheet may then be provided to students via adaptive release folders in the course site or email, to simplify the booking process.

**Deferred/Alternate Assessment Process:** Should a student not be able to attend their scheduled Interactive oral at their prescribed time due to illness or other extenuating circumstance, it is recommended that convenors direct students to apply for a deferred assessment via the [online deferred assessment application form](#). During the height of the COVID-19 epidemic in China, alternate assessments were also implemented to ensure students experiencing poor bandwidth in their region could complete their course assessment. These designs included an adaptive released, timed video or written response to provided questions, similar to those that would have been asked in the interactive oral. **Note:** If the Interactive Oral design includes a defence of a prior assessment, it is highly recommended that markers consider adding possible defence questions to a spreadsheet for each student at the time of marking the prior assessment. This will ensure that interactive orals may be conducted by a wider range of staff in case of deferred/alternate assessment requests.