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Introducing interactive oral assessments

Dr Louise Curham
Curtin University iSchool



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Acknowledging Wadjuk community and Country
and acknowledging my usual home & place of work,
Ngunawal country

Acknowledgement of Country (Boodja)

Curtin University acknowledges all First Nations of this place we call Australia and the First Nations peoples connected with our global campuses. We are committed to working in partnership with all Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

Introducing interactive oral assessments

Four sections to the workshop

1. what & why of interactive oral assessments (IOAs)
2. components of the IOA
3. running an IOA
4. additional logistics

Your work today – on your own or in a group

- ‘why’ IOAs for your discipline
- brainstorm scenarios for IOAs in your units, think through connection to feedback and marking, challenges
- plan solutions to practical aspects

Introducing interactive oral assessments

Workshop schedule

- **Part 1 (20 mins)** What & why of interactive oral assessments
Why IOAs for your discipline.
- **Part 2 & 3 (35 mins)** Components of the IOA / Running an IOA
Brainstorm scenarios for IOAs in your units, connection to feedback and marking.

Break (5 mins)

- **Part 4 (30 mins)** Additional logistics
Plan solutions to practical challenges.
- Questions/discussion/finalisation of your own plan

Introducing interactive oral assessments

Workshop learning goals

- **Understand why IOAs have emerged, what they are good for**
- **Understand what is involved in running one**
- **Understand how to mark and provide feedback**
- **Take account of different learner needs**

Part 1.

**What and why of interactive
oral assessment**

Dr Louise Curham LARIS, Curtin University iSchool



STAFF PROFILE

Dr Louise Curham



Position: Lecturer
School: School of Media, Creative Arts and Social Inquiry
Faculty: Faculty of Humanities

My experience with IOAs:

- **IOAs Charles Sturt L&T community**
- **Introduced to assessments 2022**
- **Refined for 2023**

My motivations:

- **Academic integrity problem in unit**
- **Relevance to my field where authentic learning, scenario-based learning highly prized.**
- **Persuaded by Phil Dawson, Deakin and development at Griffith business school**

An IOA is a scenario-based conversation

- One-on-one conversation, in-person or online
- 5-10 mins duration + marking

My example:

Public and Private Records

- 30 postgrad students, all online
- Accredited course, authentic learning important to industry
- Unit learning outcome alignment
- Equity and UDL considerations

A2 Report – responding to change due date Week 13 Thurs 17 August

In the unit outline so available from Week 0

Scenario:

Key decision makers in your organisation have noticed a change in your environment. You have been tasked with analysing this change. Initially you were asked to prepare a report on your findings on how the change will impact the organisation. The timeline has been revised and you've now been asked to put dot points together for the report and put the key points into a set of slides for a presentation to the key decision makers. Before you give your presentation, you want to brief your line manager (who is one of the key decision makers you'll be presenting to). You'll bring your slides and your more detailed analysis in the dot point report to the conversation.

Your task:

Your task is to prepare two deliverables that explore the impact of a change in the external environment on recordkeeping arrangements in an organisation. You must also take part in a conversation with the marking team based on the deliverables.

A2 Report – responding to change due date Week 13 Thurs 17 August

Scenario:

Key decision makers in your organisation have noticed a change in your environment. You have been tasked with analysing this change. Initially you were asked to prepare a report on your findings on how the change will impact the organisation. The timeline has been revised and you've now been asked to put dot points together for the report and put the key points into a set of slides for a presentation to the key decision makers. Before you give your presentation, you want to brief your line manager (who is one of the key decision makers you'll be presenting to). You'll bring your slides and your more detailed analysis in the dot point report to the conversation.

Your task:

Your task is to prepare two deliverables that explore the impact of a change in the external environment on recordkeeping arrangements in an organisation. You must also take part in a conversation with the marking team based on the deliverables.

Deliverable A – the report outline

Choose an organisation from the options under Assessments on the unit site

2. Choose a report, protocol or legislative change, also in the options under Assessments on the unit site.
3. Work out the implications of the change for your organisation.
4. Using the template provided under Assessments on the unit site, prepare an outline for a report based on your analysis of how this change will impact on your organisation's recordkeeping. The report needs to take into account impact on business systems and workflows across the organisation.

Deliverable B – slide deck

5. From that report outline, prepare a 10 slide presentation that covers the key points you identified from your analysis.

Deliverable C – bring the report outline and slide deck to a live conversation.

6. Participate in an interactive oral assessment based on the scenario.

FAQ:

What is an interactive oral assessment? It is a scenario-based conversation that takes place between a student and a marker. It is different from a viva or an oral because it is a conversation rather than a test. It is an approach to assessment that was developed at Griffith University in the business school.

It promotes alignment with workplace practices. It provides you with the opportunity to share your understanding and knowledge of the unit content in person. Learn more about interactive oral assessments under Assessments on the unit site.

Requirements:

- Consult the scenario and documents under Assessments on the unit site. Use those to inform your work on the report (deliverables A) and the slide deck (deliverable B).
- Use the template provided for the report (deliverable A).
- Submit the report and the slide deck (deliverables A and B) through the Turnitin
- Book a time for your interactive oral (in week 6 a calendar will be available on the unit site under Assessments).
- Bring the report and the slide deck (deliverables A and B) to the interactive oral.
- The word count for the report (deliverable A, the dot point report) is 800 +-10%
- Slides in Deliverable B must not exceed 10. Additional slides can be added for the reference list.
- The duration for the interactive oral is 10 minutes +-10%
- Reference in APA7 as appropriate.

How you will be marked

- Completeness: (10%) Assessment instructions followed, meets the word count
- Communication: (10%) The communication meets expectations for a professional report, a professional presentation and a professional conversation.
- Referencing: (10%) Precise use of APA7 where required.
- Content: (35%) The deliverables and interactive oral conversation show evaluation of RK principles, processes and terminology, synthesised with the scenario. They show evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.
- Learning and insight: (35%) The deliverables and interactive oral conversation show use of best practice and standards to assess and develop recordkeeping processes.



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Your turn

Why IOAs for you?

**Why use them in your discipline?
In which unit? Why?**



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Academic integrity

Confidence
key concepts
are grasped

Authentic learning

Learner
teacher
relationship

Which quadrants are relevant for you

Part 2.

Components of an interactive oral assessment

Part 2. Components of an interactive oral assessment

Pedagogy issues

- Unit learning outcome alignment, rubric
- Early assessment or capstone
- Thinking about alignment with industry expectations
- Scenarios

Student experience

- What info will they need? When?
- How will they prepare?

An IOA is a **scenario-based** **conversation**

You need:

- **Something to talk about**
- **Consistent delivery and marking so it's fair**
- **Clear understanding of how you will mark**

My example:

Public and Private Records

- Scaffolded experience for students - conversation based on draft plan submitted before IOA
- Experience explained early to students – in unit outline and on unit site, ‘why’ and industry alignment explained

Challenges

- Student-led conversation?
- Timing of marking, format for feedback



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LARIS

**Libraries, Archives, Records
& Information Science**

CONNECTING PEOPLE WITH INFORMATION

Graduate Diploma in
Information and Library Science

Graduate Diploma in Archives
and Records Management

Master of Information Science

Master of Information Science
(Extended)

School of Media, Creative Arts and Social Inquiry



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Graduate Diploma in Archives and Records Management

12 months full-time

3-week practicum placement

Accredited by RIMPA and the
ASA

Master of Information Science

18 months full-time

2 x 3-week practicum
placements

Accredited by RIMPA, ASA &
ALIA

Master of Information Science (Extended)

2 years full-time

2 x 3-week practicum
placements

Option for 25 day internship OR
research project

Accredited by RIMPA, ASA &
ALIA

Online only - entry throughout the year - consecutive study periods

Many students study part time

Do IOAs work for students

... I also wanted to let you know that the discussion section of the assessment was quite enjoyable. It really felt like it was a proper work discussion with my line manager. It almost felt like I had to go back and write the report for real!

I like the type of assessments - they are practical and enable us to apply the theory and reading to real examples which feels more meaningful for this kind of industry-focused postgrad course.

Real world applications and reaffirming our learning as we progress through the unit. Identifying and analysing the assessment early so we can connect with the assessment as we meet content

My example:

Public and Private Records

**A closer look at the rubric
and learning outcomes**

Rubric:

How you will be marked

- Completeness: (10%) Assessment instructions followed, meets the word count
- Communication: (10%) The communication meets expectations for a professional report, a professional presentation and a professional conversation.
- Referencing: (10%) Precise use of APA7 where required.
- Content: (35%) The deliverables and interactive oral conversation show evaluation of RK principles, processes and terminology, synthesised with the scenario. They show evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.
- Learning and insight: (35%) The deliverables and interactive oral conversation show use of best practice and standards to assess and develop recordkeeping processes.

Public & Private Records Assessment 2 marking rubric - Investigation report - Report – responding to change

Criteria	Needs work 0-49%	Competent, more to do 50-59%	Proficient, room to improve 60-69%	High proficiency 70-79%	Outstanding 80-100%
Completeness: (10%) Assessment instructions followed, meets the extent requirements (word count, slide number, conversation duration)	Less than 70% of instructions were followed	70-79% of instructions were followed	80-89% of instructions were followed	90-95% of instructions were followed	All instructions were followed
Communication: (10%) The communication meets expectations for a professional report in draft form, a professional presentation in draft form and a professional conversation.	Does not demonstrate a passable level of use of the genres of the report, the slides and the conversation.	Utilises the report, slides and professional conversation to convey meaning competently. Uses one of three genres more capably. Has used sources to help support ideas. There is some integration between the report and the slides and the conversation draws on the report and slides but in a limited way.	Utilises the report, slides and professional conversation to convey meaning proficiently. Uses two of three genres more capably. Sources used to support ideas are well integrated into the content. There is effective integration between the report and the slides and the conversation draws on the report and slides consistently.	Utilises the report, slides and professional conversation to convey meaning that shows proficiency and depth. Uses all three genres effectively. Sources used to support ideas are integrated very effectively into the content. There is very effective integration between the report and the slides. The conversation draws on the report and slides and extends that content.	Utilises the report, slides and professional conversation to expertly convey deeper meaning. Uses all three genres very effectively. Sources used to support ideas are seamlessly integrated into the content. There is seamless integration between the report and the slides. The conversation uses the report and slides expertly and extends that content in a deep way.
Referencing: (10%) Precise use of APA7 where required.	Poor referencing, incomplete, errors.	Overall referencing was okay. Errors are evident but not more than 50%. More work on referencing required.	Overall referencing was acceptable. Errors are evident but not more than 30%.	Overall referencing is very good. Some errors but not more than 10%	91-100% correct. Very minor errors.
Content: (35%) The deliverables and interactive oral conversation show evaluation of RK principles, processes and terminology, synthesised with the scenario. They show evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.	Does not demonstrate meeting a pass standard with regard to evaluation of RK principles, processes and terminology, does not demonstrate synthesis with the scenario, does not show evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.	Demonstrates some evaluation of RK principles, processes and terminology, demonstrates some synthesis with the scenario, demonstrates some evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.	Demonstrates a sound evaluation of RK principles, processes and terminology, demonstrates effective synthesis with the scenario, demonstrates a sound evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.	Demonstrates a very effective evaluation of RK principles, processes and terminology, demonstrates very effective synthesis with the scenario, demonstrates very sound evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.	Demonstrates excellent evaluation of RK principles, processes and terminology, demonstrates extremely effective synthesis with the scenario, demonstrates excellent evaluation of legal, social and ethical dimensions of organisational recordkeeping in relevant jurisdictions.
Learning and insight: (35%) The deliverables and interactive oral conversation show use of best practice and standards to assess and develop recordkeeping processes. Sources for best practice and standards are not provided.	The deliverables and interactive oral conversation show do not demonstrate use of best practice and standards to assess and develop recordkeeping processes. Sources for best practice and standards are not provided.	The deliverables and interactive oral conversation are consistent with an emerging understanding of how to use best practice and standards to assess and develop recordkeeping processes. Some sources for best practice and standards are provided.	The deliverables and interactive oral conversation are consistent with a sound understanding of how to use best practice and standards to assess and develop recordkeeping processes. 50% and 70% of sources are provided.	The deliverables and interactive oral conversation are consistent with a very good understanding of how to use best practice and standards to assess and develop recordkeeping processes. Sources are provided for almost all best practice and standards.	The deliverables and interactive oral conversation are consistent with an excellent understanding of how to use best practice and standards to assess and develop recordkeeping processes. Sources are provided consistently for best practice and standards.

Standard: 30% of subject (What we aim for!)						
		HD	DI	CR	PS	FL
A. Professional communication (8 marks)	A1. Correct terminology is always used (3 marks)	Always uses discipline specific vocabulary confidently	Almost always	Mostly correct	Uses some terminology correctly but infrequently and with some inaccuracies	Rarely/Never
	A2. Present in a professional manner, as to esteemed colleagues (2 marks)	Impeccable presentation appropriate to a professional conversation	High level presentation appropriate to a professional conversation	Good presentation appropriate to a professional conversation	Presentation is satisfactory but may lack some elements appropriate to a professional conversation	Many elements of good professional presentation are lacking.
	A3. Present with confidence, certainty and authority (3 marks)	Confident, certain, respectful, approachable, and friendly,	Confident, friendly and approachable	Mostly confident, friendly and approachable	Not very confident, attempts to be friendly and approachable	Unsure
B. Theoretical knowledge (10 marks)	B1. Knowledge & application of the topic concepts as relevant (5 marks)	No irrelevant facts; facts are linked correctly and practically in conversation and are clear and obvious	No irrelevant facts; facts are linked correctly and practically in conversation and are clear	Facts are linked correctly and practically in conversation clarity but not always clearly	Some irrelevant facts included and linkage to practice is not always clear	Irrelevant facts are included and logical fitting together is tenuous
	B2. Describe concepts clearly (6 marks)	Description, including use of artefacts is of high quality	Description, including use of artefacts is clear and sound	Description, including use of artefacts is valid	Description may include artefacts but not obvious without pre-existing knowledge	Description is out of context, difficult to understand

C. Extended Application to address any issues or concerns raised (12 marks)	C1. Analyse concerns raised and applies concepts learned to address issues/ challenges (6 marks)	Expertly analyses the concerns raised, reading between the lines, and applies concepts confidently to address issues/ challenges	Clearly analyses concerns raised and applies concepts reasonably to address issues/ challenges	The analysis arrived at mainly by good reasoning, and concepts applied with minor gaps to address issues/ challenges	Reasoning good to analyse scenarios, but combined with some guessing or jumping to conclusions. Concepts mostly applied to address issues/ challenges, there may be some gaps.	Diagnosis is incorrect, with no evidence of reasoning; possibly guessed.
	C2. Apply concepts to persuade the audience and defend judgement (5 marks)	Extremely persuasive, defence is accurately and very effectively reasoned	Persuasive, defence is accurately and effectively reasoned.	Stumbles a bit but still manages to persuade. Defence is well reasoned and effective. Slightly shaken by challenge	Struggles to persuade. Defence is reasonable and makes sense. Shaken by challenge but reasons fairly with assistance.	Defence is absent, meaningless or irrelevant. Student "falls apart"; reasoning, if present, is illogical

ULO alignment:

Faculty of Humanities
School of Media, Creative Arts and
Social Inquiry



On successful completion of this unit students can:		Graduate Capabilities addressed
1	Identify and compare recordkeeping principles, processes, and terminology in various contexts	
2	Evaluate the legal, social and ethical dimensions of organisational recordkeeping in Australian and international jurisdictions	
3	Advise on the design, implementation and evaluation of systems to support effective organisational recordkeeping	
4	Utilise current best practice and standards to assess and develop recordkeeping processes and tools	



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Your turn Your scenario

Draft a scenario, reflect on the alignment to your ULOs and marking rubric, note challenges

Challenges discussion

Break

Part 3.

Running an interactive oral assessment

Part 3. Running an interactive oral

**First or second assessment, which year/unit –
Early assessment or capstone? Pros and cons**

New assessment genre for students

- **Tell them early and often**
- **Consider showing them what's involved**
- **Scaffold the experience to support students and yourself**

Part 3. Running an interactive oral

**First or second assessment, which year/unit –
Early assessment or capstone? Pros and cons**

New assessment genre for students

- **Tell them about it early and often**
- **Consider showing them what's involved**
- **Scaffold the experience to support students and yourself**

Part 3. Running an interactive oral

My experience – beforehand

- **Sort logistics from the outset**
- **Take account of student needs eg range of times, days**
- **Communicate when the calendar will open, pre-populate it**
- **Communicate exactly what will happen during the meeting – video explainer**
- **Explain about recording and why**
- **Discuss moderation requirements with moderator**

Part 3. Running an interactive oral

My experience – during assessment

- Explain exactly how the meeting will go, no surprises, consistent with what you've told them already, tell them you'll record, give them an option to have the recording**

My mantra: an interactive oral is a conversation, it is recorded for moderation and marking purposes, no question too small, get in touch

Part 3. Running an interactive oral

My experience – during assessment

- Engage in the scenario
- Indicate clearly when the assessment conversation is over
- Give some feedback immediately
- Complete marking through Turnitin, use voice recording



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**Your turn
Running an oral in
your discipline, for
your cohort**

Discipline relevance, cohort characteristics



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Thinking questions

How important is authenticity for your course, your students, at this stage of their study

Who is your cohort? Think about skills and skill gaps

Part 4.

Additional logistics



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Supporting student preparation

Additional resources on the unit site

- detail related to the scenario
- explainer video



Additional resources for Assessment 2



Topic: Explore the impact of a change in the external environment on recordkeeping arrangements in an organisation.

The organisations:

The organisations	What's changed	What you must refer to for more information	Notes
Australian Institute of Health and Welfare	DATA Scheme established under the Data Availability and Transparency Act 2022	Learn about the scheme on the Data Commissioner's website https://www.datacommissioner.gov.au/the-data-scheme	
National Indigenous Australians Agency	DATA Scheme established under the Data Availability and Transparency Act 2022	Learn about the scheme on the Data Commissioner's website https://www.datacommissioner.gov.au/the-data-scheme	
Queensland Health	Microsoft's report on governance of AI	Here's an example of use of AI by Queensland Health https://www.abc.net.au/news/2022-01-07/qld-coronavirus-covid-19-ai-text-messages-call/100742120 . Here's Microsoft's blog post on the report https://blogs.microsoft.com/on-the-issues/2023/05/25/how-do-we-best-govern-ai/ and here's the report https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RW14Gtw	
Federal department of environment (DCCEEW)	New federal Independent Environment Protection Agency	Learn about the new agency in the Nature Positive Report https://www.dcceew.gov.au/sites/default/files/documents/nature-positive-plan.pdf	What functions or activities will DCCEEW lose? What impact would that have?
National Mental Health Commission	Disposal freeze related to the Royal Commission into Defence and Veteran Suicide	Learn about the disposal freeze issued by the National Archives here https://www.naa.gov.au/information-management/disposing-information/disposal-freezes-and-retention-notices/records-relating-	



A2 workshop Thurs 10 Aug



Attached Files: PPR A2 workshop .pdf (1.097 MB)

On Thurs 10 Aug, there was a workshop on A2 on Collaborate.

Below are:

- the slides
- the jamboards created during the workshop

I have added a resource for the DCCEEW EPA case to that thread on the discussion board.

SLIDES

Deliverables – Investigation report - Report – responding to change

Deliverable A – the report outline
Deliverable B – slide deck (10 slides)
Deliverable C – bring the report outline and slide deck to a live conversation.

Draft report TEMPLATE

Cover>Title page
Table of contents
Summary
•Introduction and purpose of the report
•Structure of the report
•Conclusion and findings

Body of the report
•Provide context about the organisation and what's changed in the environment
•Discuss the change(s) and the impact(s), consider using tables.
•Use subheadings to support sections.

Conclusion & recommendations
A summary of the significance of your findings and your recommended course of action based upon those findings.

References

SLIDE 3 OF 7

JAMBOARD



Support

JAMBOARD



Topic: Explore the impact of a change in the external environment on recordkeeping arrangements in an organisation.

The organisations:

The organisations	What's changed	What you must refer to for more information	Notes
Australian Institute of Health and Welfare	DATA Scheme established under the Data Availability and Transparency Act 2022	Learn about the scheme on the Data Commissioner's website https://www.datacommissioner.gov.au/the-data-scheme	
National Indigenous Australians Agency	DATA Scheme established under the Data Availability and Transparency Act 2022	Learn about the scheme on the Data Commissioner's website https://www.datacommissioner.gov.au/the-data-scheme	
Queensland Health	Microsoft's report on governance of AI	Here's an example of use of AI by Queensland Health https://www.abc.net.au/news/2022-01-07/old-coronavirus-covid-19-ai-text-messages-call/100742120 . Here's Microsoft's blog post on the report https://blogs.microsoft.com/on-the-issues/2023/05/25/how-do-we-best-govern-ai/ and here's the report https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RW14Gtw	
Federal department of environment (DCCEEW)	New federal Independent Environment Protection Agency	Learn about the new agency in the Nature Positive Report https://www.dcceew.gov.au/sites/default/files/documents/nature-positive-plan.pdf	What functions or activities will DCCEEW lose? What impact would that have?
National Mental Health Commission	Disposal freeze related to the Royal Commission into Defence and Veteran Suicide	Learn about the disposal freeze issued by the National Archives here: https://www.naa.gov.au/information-management/disposing-information/disposal-freezes-and-retention-notices/records-relating-australian-defence-force-members-and-veterans-suicides-and-suicide-prevention	

NMHC - disposal freeze

DCCEEW - new federal EPA

AIHW DATA Scheme

NIAA - DATA Scheme

QLD Health - Microsoft AI governance

A2 - how are you going about it

Gathering all the materials I need and going through and finding points for the report.

Reading through the MS AI governance report.

Looking at how AI has impacted other health organisations

Functions analysis of business of AIHW

Reading strategy documents, reports, etc.

Have focused on impact on recordkeeping, impact on business systems, impact on workflows

Reviewing associated legislation

Starting with the government response provided by Louise and working backwards to the independent review

Exploring media coverage - attitudes to the proposed changes

Looking at government department structure etc

