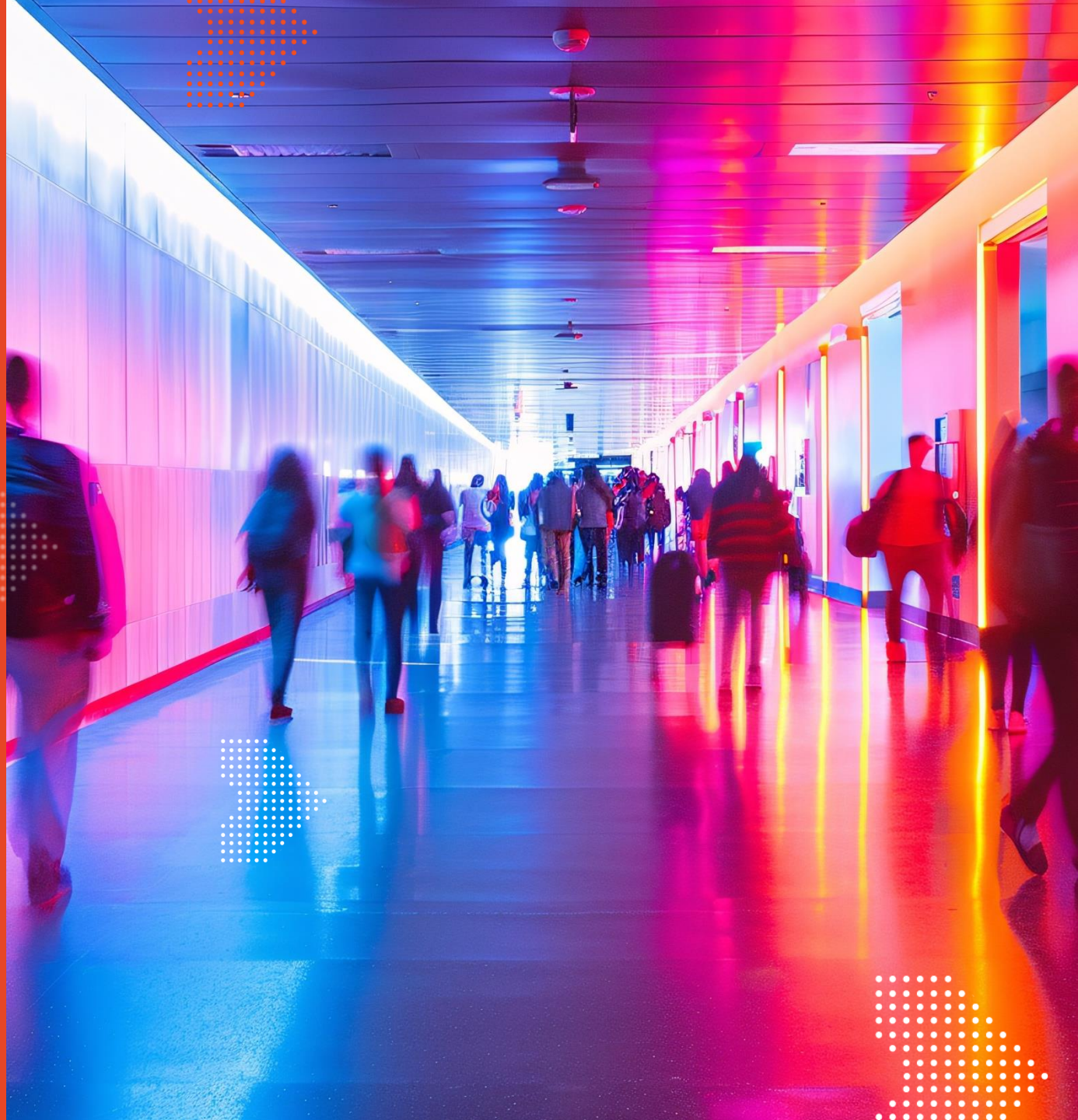


L&T:25

Showcase – Session 1C

Wednesday 12th November



Showcase – Session 1C



Interactive Oral

Jodie McGann



L&T:25



Showcase 1

Interactivity in interactive oral assessment*

Dr Alison Casey
Dr Stephanie Wilson
Ms Jo Nash

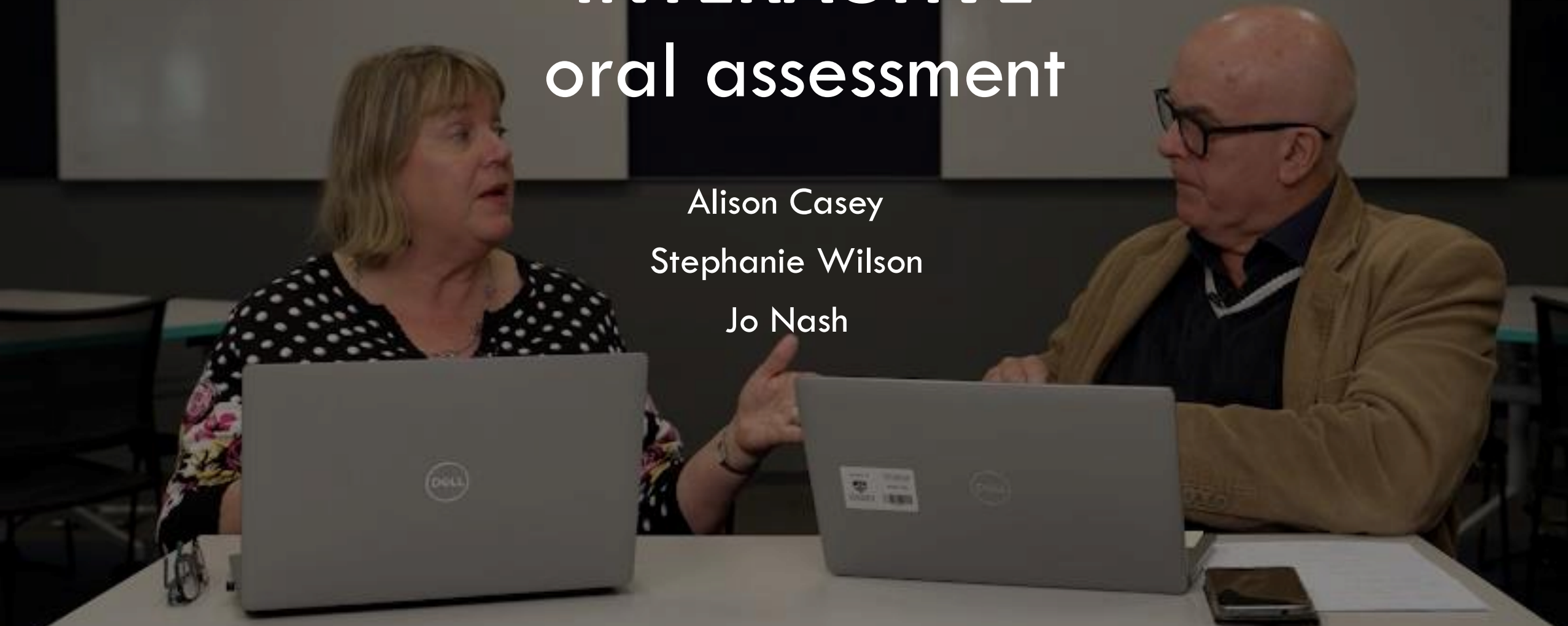
L&T:25

INTERACTIVE oral assessment

Alison Casey

Stephanie Wilson

Jo Nash



We recognise and pay respect to the Elders and communities - past, present, and emerging - of the lands that the University of Sydney's campuses stand on – the lands of the Gadi people. For thousands of years, they have shared and exchanged knowledge across innumerable generations for the benefit of all.



THE UNIVERSITY OF
SYDNEY



What it is

- Scenario based
- Professional conversation
- Authentic
- Secure
- Asks students to extend/elaborate on their work
- ***interactive***



Scenario: a new analyst is discussing a financial advice tool with their manager at a financial customer protection agency.

Video snippet 1.38 -2.10. <https://vimeo.com/1021982839/ccd857474c?fl=pl&fe=sh#t=1m38s&end=2m10s>



Scenario: a new analyst is discussing a financial advice tool with their manager at a financial customer protection agency.

Video snippet 1.38 -2.10. <https://vimeo.com/1021982839/ccd857474c?fl=pl&fe=sh#t=1m38s&end=2m10s>



What it isn't

- Viva
- Q&A
- Oral exam

These interrogate work students have *already submitted*. They cover the same ground, just in a different and more secure modality.



Grant work

SEG 2024

- 8 units
- Comprehensive resource development
- CoP established
- Evaluation data



<https://ioassessment.com/>

SoTL 2025/26

- CoP extended
- Connect:In with students
- Further formats explored (EFT, large cohort, group)
- More evaluation data
- SoTL support for EF academics

Good things about Interactivity

- Individual to the **student**
- Responsive
- Students prepare differently
- **Teacher** sense of connection with students

as an educator, it's that it truly, at least for me, it gave me an insight in terms of what my students can do

I feel fulfilled after completing it because I have prepared everything in advance and I have improved my communication (and) presentation skills

Normally for me, I don't really have a discussion with my friends, but this time I have two or three discussions... we exchange opinions. So for me it's very fun, but very intense as well

I definitely think it's made me a lot more engaged in terms of being able to understand it more, the content

It does help you engage with things within the class, but it also encourages you to go beyond what the classroom has taught.

Tough things about Interactivity

- Creating an equivalent experience for students
- **Students** need solid preparation
- It's quite different to what you've done before.
- Driving a genuine professional conversation is cognitively demanding for the **teacher**

This is a very novel unique format and it's different for every group.

it's more an emotional exhaustion rather than a cognitive exhaustion

we're very nervous. We don't know how we're doing this because we've never done this before

you're comparing an entire cohort when it's such open ended, and I imagine every conversation was sort of guided a bit differently

there was like going to be like an oral assessment and I didn't know what's that going to look like

I personally thought that the practice session wasn't enough. I was very confused.

Activity

To get you thinking more interactively:

Visualise your students interacting in the workplace.

What scenarios will they encounter? How will they be using your unit content?

Q&A



Showcase 2



Reflections on delivering interactive orals for
CEMS, MMGT and MComm*



Associate Professor Daniel Gozman
Dr Alison Casey



L&T:25





Reflections on delivering interactive orals

Danny Gozman

Alison Casey

Why?

- Great form of assessment
- Prepares students really well for recruitment processes
- Prepares students for graduate work placement schemes
- Scenarios are authentic
- Fun 🤩
- Good way to round off the course and give closure to the students



What we hope you'll get from today

- Share our experiences
- Offer actionable examples
- Provide food for thought for those considering interactive oral assessment
- Start a constructive conversation
- Learn from one another



Scenario based conversations

Student has spent the semester thinking about how different technologies would transform their industry or organisational context (captured in blogs, reflections)

Short presentation

Professional conversation, student as consultant

Example scenario from CEMS6014

Roles

Student: Management consultant in a consultancy firm

Teacher: Senior partner within the same consultancy firm

Scenario

You have offered your thought leadership by blogging about a range of different digital technologies related to a particular theme. Now that you have written these blogs, a senior partner in your consultancy firm would like you to deliver a 3 -minute presentation

(using a maximum of 2 presentation slides) to critically analyse the opportunities and consequences associated with adopting these technologies related to your chosen theme.

The senior partner would also like you to make some recommendations based on the opportunities and consequences identified regarding what types of consulting services the firm could offer and for whom and what the potential size of the market for these

services might be. This analysis should be based upon your chosen theme.

Your presentation should not reproduce the information in your blog posts. Instead, it should focus on a critical analysis across the five technologies in the posts and your chosen theme. As part of your critical analysis, you will need to focus on how the opportunities and consequences are similar or different across these technologies for your chosen theme.

In practice

Support for students

- Detailed task description
- Detailed marking rubric
- In class practice

Practice (30 mins)

- Students choose a partner for the activity.
- Conversation prompts given to each pair (printed out)
- Students decide who is going to be the senior partner (marker) and management consultant (student); they will have the chance to do both
- After 10 mins the pairs swap roles and repeat the process (20 mins)
- Pairs debrief on the two conversations and discuss how they think they performed based on the rubric and why, and what they would need to do to further demonstrate their reflective skills (5 mins)

Support for teachers

- Educational development support
- Practice sessions
- Marking rubric
- Conversation guide
- Parallel sessions (points of moderation)
- Templates for written feedback (in addition to rubric)
- Time between sessions (feedback, prepare)

Experience for teacher

Quotes from an interview with Danny July 2024

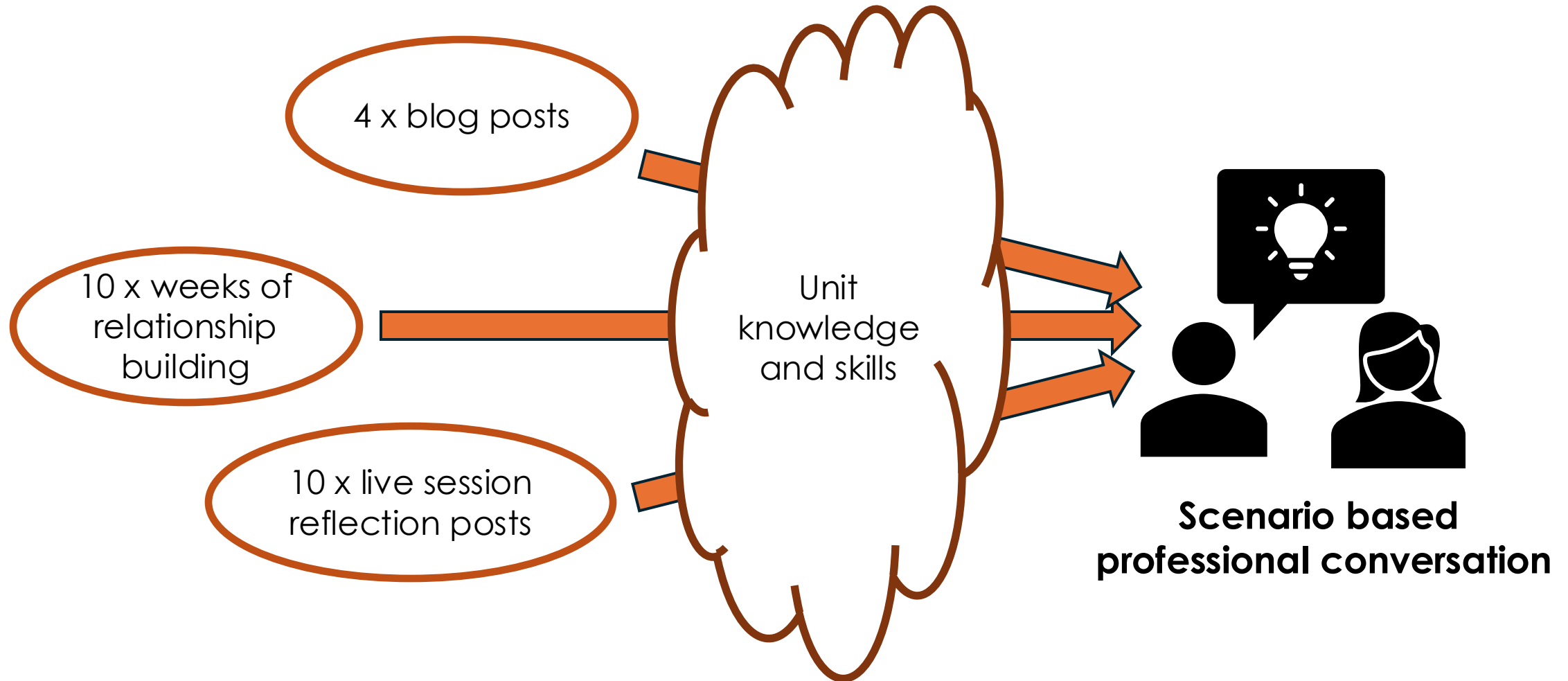
- 'I walked away really enjoying it'
- 'there were a few that were just awful that hadn't done any preparation'
- 'most (students) embraced it with enthusiasm... they've showed up'
- 'I can't justify a week of my time running these interactive oral assessments... it needs to be resourced'

Experience for students

Quotes from interviews with students in CEMS6014 and MMGT6015

- 'it really does mimic a conversation that you may have with a boss'
- 'it... encourages you to go beyond what the classroom has taught'
- 'it's made me a lot more engaged in terms of being able to understand it more'
- 'every job interview I have previously in my short work experience was in English. So actually this would be kind of weird if this is my native language.'

Securing IOA online?





Q&A

All illustrations modified from existing photos from the collection of Alison Casey. No AI has been used.

Showcase 3



Innovating HR Pedagogy through AI-Assisted
Assessment Design*



Associate Professor Sunghoon Kim



L&T:25



Innovating HR Pedagogy through AI-Assisted Assessment Design

Sunghoon Kim
Associate Professor
Work and Organisational Studies



THE UNIVERSITY OF
SYDNEY

CRICOS 00026A



WORK6017 HR Strategies S1 2025.

Objectives

1. Develop students'
capability of

Responsible use of Gen AI

2. Develop students'
understanding of

The impact of AI on HR
(Unit's main subject)

WORK6017 HR Strategies S1 2025.

Changes introduced

AI-assisted learning

- Explicit encouragement to use Co-pilot in case analyses
- Dedicated tutorial session
- Peer feedback on their AI-assisted work

Interactive Assessment

- Interactive Oral (zoom)
- Group presentation with Q&A session

Real world case about adopting AI in HR

Real world case about HR consulting firm, specialised in AI-based HR service

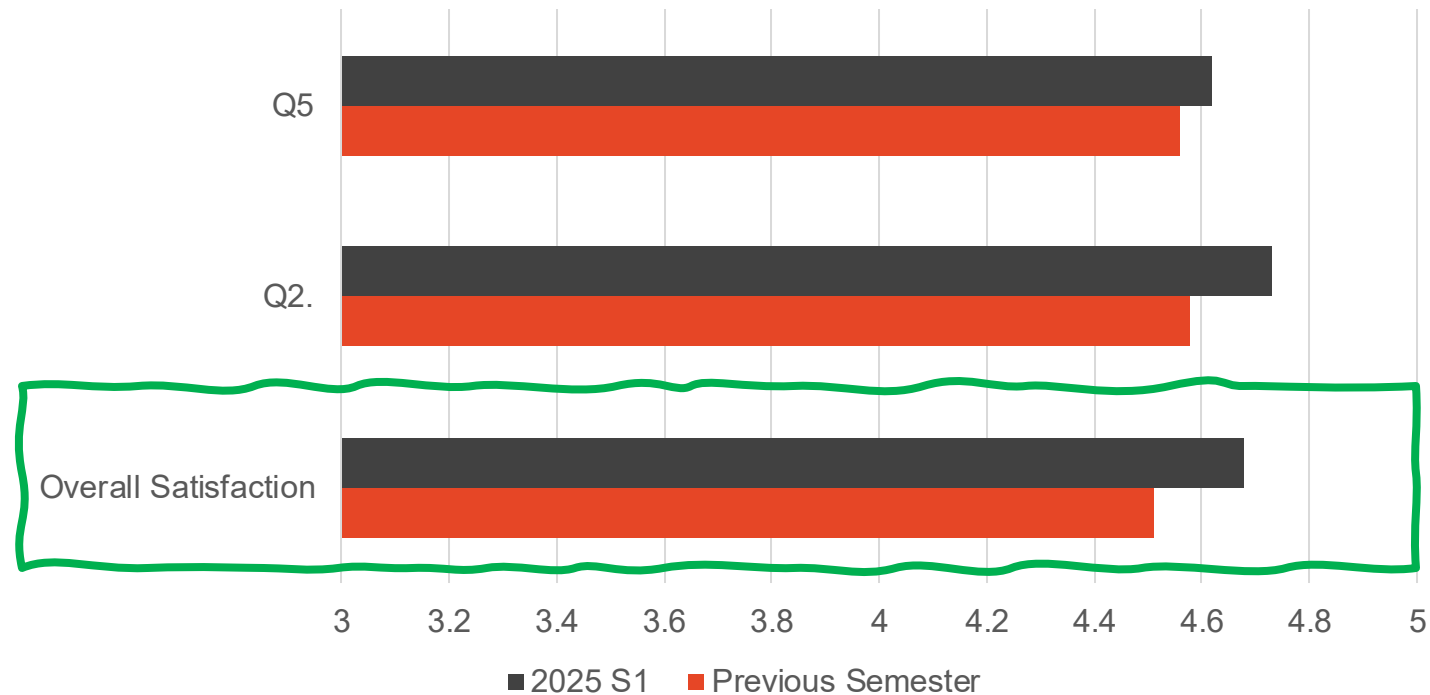
WORK6017 HR Strategies S1 2025.

Student Responses

Multiple students remarked that this unit stood out by offering valuable opportunities to learn and practice using AI in the workplace.

WORK6017 HR Strategies S1 2025.

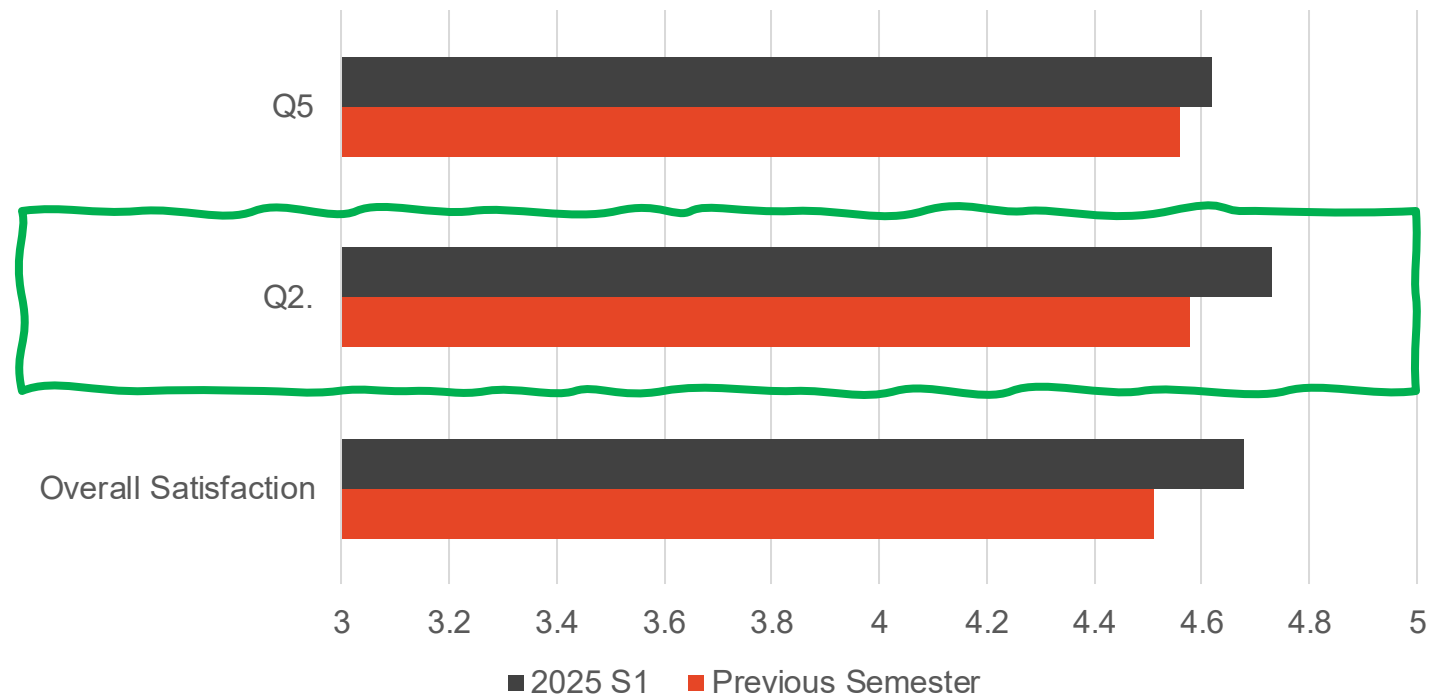
Student Responses



The mean unit rating increased from 4.51 (in the previous semester) to 4.68.

WORK6017 HR Strategies S1 2025.

Student Responses

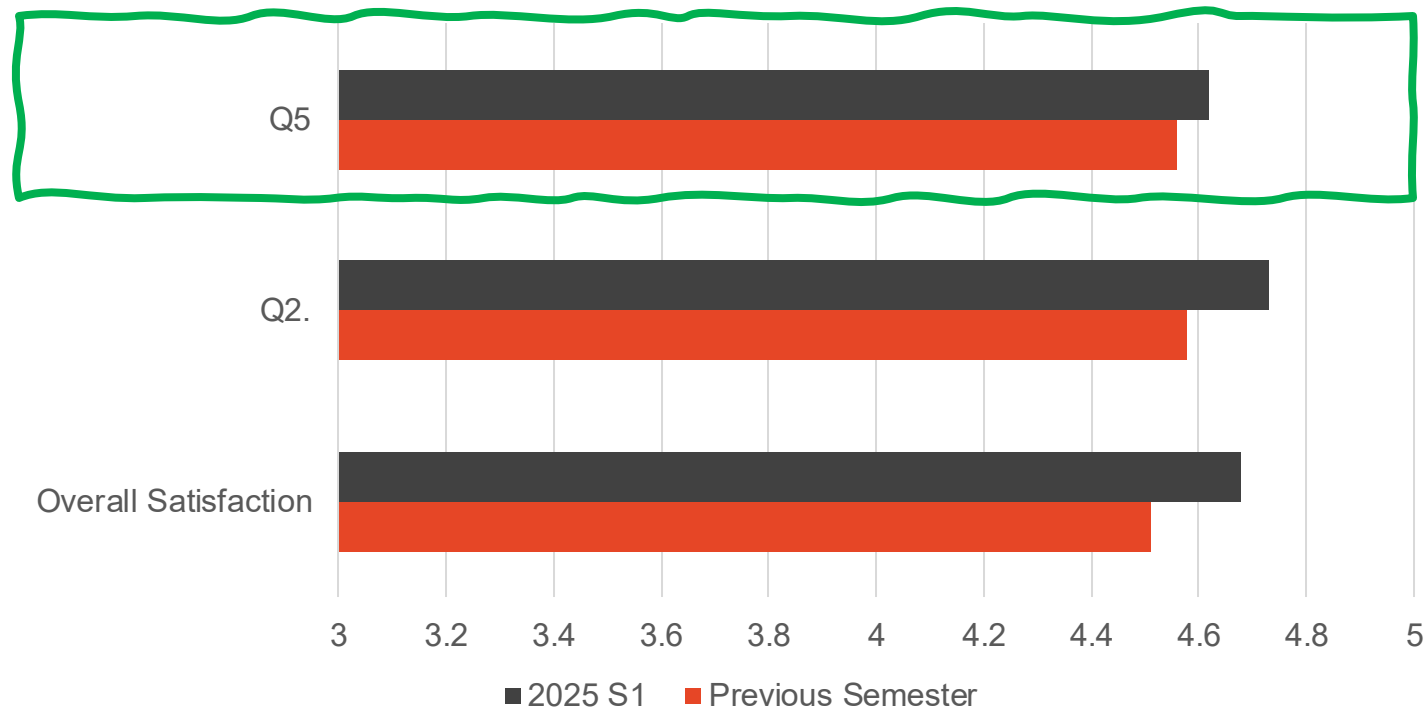


Q2 ("The work has been intellectually rewarding"), which rose to 4.73 from 4.58,

suggesting that the AI-integrated learning provided a more intellectually stimulating experience

WORK6017 HR Strategies S1 2025.

Student Responses

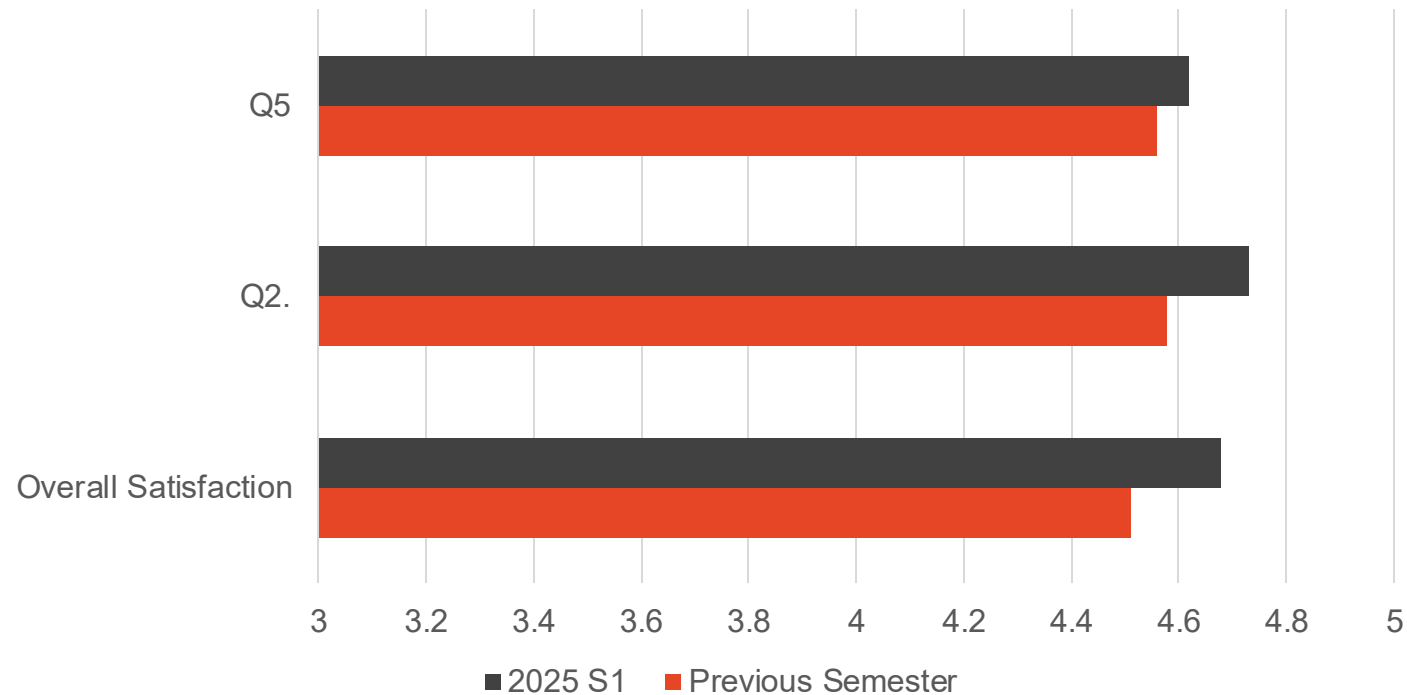


Students felt more challenged by the assessments (Q5), with a score of 4.62 compared to 4.56

The AI-use challenged students, rather than making their job easier.

WORK6017 HR Strategies S1 2025.

Final Exam



Students felt more challenged by the assessments (Q5), with a score of 4.62 compared to 4.56

The AI-use challenged students, rather than making their job easier.

WORK6017 HR Strategies S1 2025.

Final Marks

	2025 S1	Previous semester
HD	0(0 %)	1 (1%)
DI	9 (16%)	13 (15%)
CR	28 (50%)	51 (59%)
PS	18 (33%)	20(23%)
FA	none	1 (1%)

- The overall mark did not change much
- AI use in class **did not seem to contribute much to enhancing analytical skills.**

Showcase 4



Giving Voice to Understanding: Scaling Oral Interactive Assessment in a Large Cohort



Dr Abdul Razeed
Mr Ali Zaheer
Mr Philip Le
Mr Christian Russo



L&T:25



Giving Voice to Understanding: Scaling Oral Interactive Assessment in BUSS5221

Dr Abdul RAZEED
Senior Lecturer

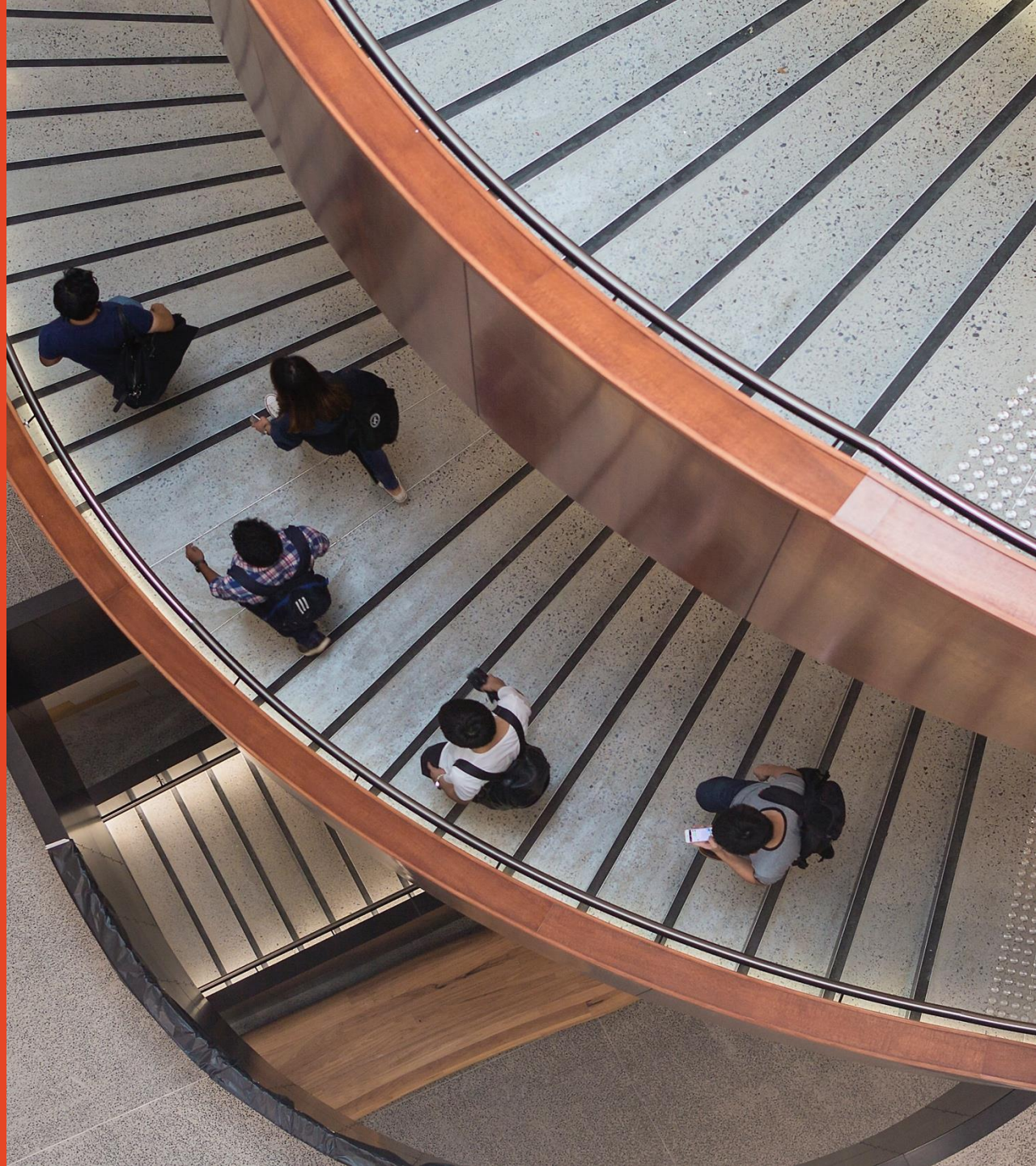
Christian RUSSO
Senior Tutor

Ali Zaheer
Senior Tutor

Philip Le
Senior Tutor



THE UNIVERSITY OF
SYDNEY
—
Business School





Introduction to Oral Interactive Assessment

Course and Context

BUSS5221 is a core Master of Commerce unit with over 1,500 students, mostly international.

Assessment Purpose

The oral assessment addresses 'voicelessness' by humanising learning and fostering dialogue.

Research Foundation

Based on Arkoudis et al. (2013), the approach enhances engagement and communication skills.

Student Benefits

The format builds confidence and supports students to express understanding effectively.

Pedagogical Design

Tailored Semi-Structured Questions

Assessment uses logic-driven, semi-structured questions customised for each group project to enhance relevance.

Open-Ended Reflection

Tutors ask open-ended questions to promote critical thinking and encourage reflective responses.

Autonomous Time Management

A visible stopwatch enables students to independently manage time during assessments. Presentation slides preloaded on projector, students given notebooks and pens to jot notes.

Promoting Deep Cognitive Engagement

Design encourages analytical thinking and creativity while discouraging rote memorisation.



Student Impact

Enhanced Student Voice

Students felt genuinely heard, boosting their engagement and learning experience.

Skill Development

The format promoted individual expression and professional skills like rationale articulation.

Improved Teamwork and Confidence

Feedback showed growth in teamwork, confidence, and logical reasoning abilities.

Authentic Assessment Experience

Assessments reflected real-world scenarios, increasing authenticity and relevance.



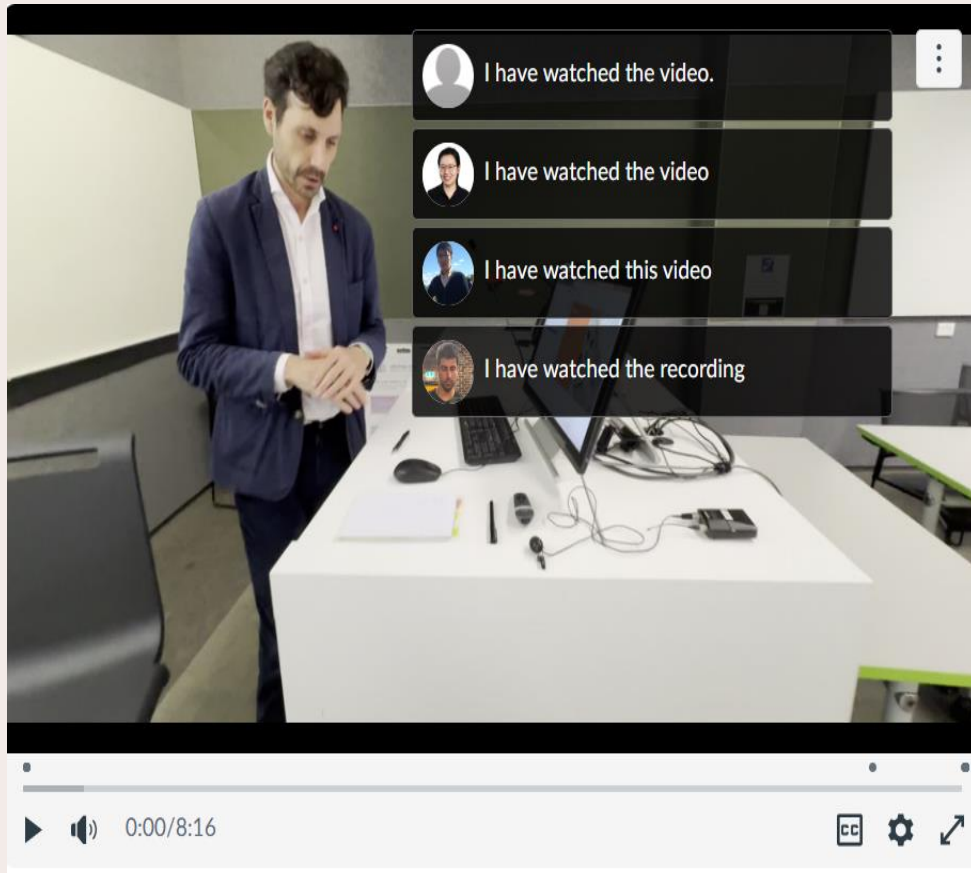
Challenges and Mitigation Strategies

Assessment Challenges

Concerns included reliability, objectivity, and time limitations during oral assessments.

Mitigation Strategies

Preparation involved video guides, structured timing, and individual grading methods.



Sequence	Task
Initial Setup	
1	Set up Lectern - Bring up Stopwatch and ensure that it is at 3 mins
2	Set up Lectern - Bring up student slides on the lectern and ensure that it is showing in the projector. If you cannot access the slides, students have been requested to bring a USB key with their slides – you can use the slides form students.
3	Set up Lectern - Open up the Sound Recorder on the Lectern computer
4	Place mic as instructed If mic is not working: 1) Please set up a Zoom link 2) Please paste the Zoom link here - Week 13 Oral Interactive Help and Zoom Links 3) Please only share the Zoom link with the students when the audio does not work 4) Bring the zoom link up on Lectern and on your computer. 5) Press record on the Zoom link on your computer and save onto your computer or Cloud



Challenges and Mitigation Strategies

Inclusivity Measures

Equal response time and restricted peer assistance ensured fairness for all students.

Student Experience

Some students, especially non-native speakers, experienced anxiety but gained deeper understanding.

Scalability and Outcomes

Successful Large-Scale Implementation

The assessment was delivered to over 1,500 students, proving scalability in large cohorts. It demonstrated feasibility in extensive academic environments.

Structured and Fair Process

Clear guidelines and teamwork ensured consistency and fairness throughout the assessment process. Collaboration was key to maintaining standards.

Enhanced Student Engagement

Tutors noted increased authenticity and student agency. Students valued meaningful engagement with their work during assessment.

Replicable Inclusive Framework

The model provides a framework for embedding experiential and inclusive assessments aligned with graduate qualities and diversity commitment.

“I believe the oral interactive assessment is effective in evaluating whether students truly understand their report. Although I felt nervous when standing in front of the class, my team members and I had the opportunity to discuss our ideas in more detail during the preparation stage. I think this is one of the key benefits of this type of assessment. And I believe no modifications are necessary” (Kuo, S1 2025 BUSS5221 Student)

Thank you for listening!



L&T:25

Thank you!

**Vote - People's choice
award**



Showcase Session 1



THE UNIVERSITY OF
SYDNEY
—
Business School