

Interactive Oral Assessment: 3-year Design and Development cycle

This resource outlines a 3-year Design and Development cycle for the implementation of Interactive Oral (IO) assessments in an institution. The term Academic Developer is used throughout the resource, but someone carrying out an equivalent role in the institution could also carry out the steps and tasks outlined below.

Year 1 Semester 1

1. Preparations before Semester 1

- a. Academic Developer(s)/Centre for Teaching and Learning member(s) are advised to familiarise themselves with Interactive Orals, review resources available online for eg., web pages, youtube videos and IO portals. If possible, it is advised that the individual(s) consult with relevant experienced universities/other Teaching and Learning Units who have supported IOs previously. It would also be recommended to speak to academics with some IO experience.
- b. Academic Developer(s) will then reach out to individuals in charge of Teaching and Learning implementations (eg. Associate Dean of Teaching and Learning) within each Faculty and identify a small group of academics who would like to use IO in their modules.
- c. After the group is gathered, host information sessions/introductory workshops which can be open to all staff.
 - Make sure to address elements of IOs that are different from traditional oral assessments
 - Make staff aware of the process to be followed
 - Make sure staff are aware of the initial investment of time and resources required from their end.

2. Support and Development throughout Semester 1

- a. Academic Developers are advised to host a university-wide Community of Practice on a weekly basis (following guidelines). Academic Developers could adapt the framework designed and tested by Griffith University to suit their local context. The process diagram of IOs can be found on open source web pages and it can be customised to suit assessment timelines. Academics should be encouraged to share their assessment design for input and feedback from the Academic Developer.
- b. Academic Developers/academics can reach out and participate in national or international CoP (if available). It is recommended to share practices and brainstorm ideas for different IO elements like the scenarios, assessment panels, and co-creating the rubric.
- c. The Academic Developers can conduct end of semester review and gather feedback from lecturers who have done IO and other CoP members.
- d. A locally relevant Interactive Oral User Guide is recommended with examples, process diagramme, template and FAQs which are regularly updated. It is recommended that other public resources are updated locally too (like information



videos and internal guides, if any). The academics can also be directed to external resources in parallel.

- e. Academic Developers are also advised to keep comprehensive data on number of academics, number of modules, number of students undertaking IOs within the university.
- f. The existing CoP members/academics and the individuals responsible for Teaching and Learning implementations in the faculties can be encouraged to find the next cohort of IO academics.

Year 1 Semester 2

- a. Repeat Semester 1 activities as above.

Year 2

1. Preparations before Semester 1

- a. Consider if materials need to be revised.
- b. Review processes from Year 1 and update if necessary based on feedback from academics.
- c. Consider local and wider dissemination.

Year 2 - Semester 1 and Semester 2 as before

Year 2 - Wrap up

- a. Revise, revisit and recon based on feedback.
- b. Offer opportunities for staff and students to share their experiences via Teaching and Learning days/conferences/University-level events.
- c. Encourage staff to publish their experiences and insights (Scholarship of Teaching and Learning).

Year 3

1. Preparations before Semester 1

- a. Review IO footprint and consider wider outreach. Reflect as a team as to the barriers to implementation, sustainability of resources and considerations at university policy-level.
- b. Review longer impact on both academic practice and student perceptions (if students have done it before)
- c. Ensure capacity building in the members of the Teaching and Learning centres to accommodate growing numbers in the CoP.

Year 3 - Sem 1 and Sem 2 as before

Year 3 Wrap up

- a. Review IO usage across the university, reflect on engagement opportunities with the wider IO network and consider sharing practices across the sector.
- b. Measure impact via research and engagement with the academic and student community





This work by [Lily Girme](#), [Monica Ward](#) and [Martina Crehan](#), [DCU Teaching Enhancement Unit](#) with support from the DCU IO Community of Practice is licensed under a Creative Commons Attribution 4.0 International Licence ([CC BY 4.0](#))