Online *viva voce* or oral examinations

This document summarises recent research that articulates the benefits, issues and recommended practices for online *viva voce* or oral examinations.

This examination is frequently used as an assurance of learning measure for critical, professional hurdle requirements. It is a test comprised of interactive questions and answers between the academic and the student.

Benefits	Potential issues	Suggestions
» Can proctor/ authenticate student identity (Akimov & Malin, 2020) » Authentic assessment opportunity e.g. for oral communication skills & higher order thinking (Akimov & Malin, 2020; Sotiriadou, Logan, Daly, & Guest, 2019) » Allows for interaction and follow-up questions from examiner » Students value conversational style and can feel more confident and knowledgeable » Marking carried out in real time (Akimov & Malin, 2020)	» Can provoke high levels of anxiety and stress for students » Considerable up-front planning and resourcing required » Limited flexibility around marking times » Opportunities for identity fraud/academic dishonesty » Potential for perceived marker bias and lack of inter-rater reliability (Akimov & Malin, 2020) » Impact of technical problems and connectivity on the student/ marker experience (Okada, Scott, & Mendonca, 2015) » Accessibility and support issues for diverse students (Sotiriadou et al., 2019)	» Use for high-stakes professional hurdle requirements or small classes (Okada et al., 2015) » Create formative activities with feedback for students to practice required skills » Adopt a friendly conversational manner to assist with student anxiety » Require students to show their card online » Record tests for random moderation by another academic (Akimov & Malin, 2020; Sotiriadou et al., 2019) » Articulate clear exam length expectations for examiners » Require students to choose their own case study focus (Sotiriadou et al., 2019) » Select easy-to-use technology that requires little training (Okada et al., 2015)

References

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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. doi:10.1080/03075079.2019.1582015

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