

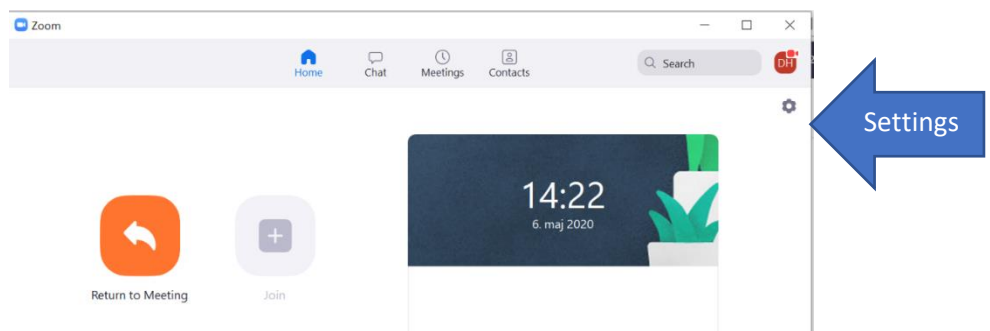
Practical Guidance for Online Oral Exams – compiled by the SDU Centre for Teaching and Learning (contact email sduup@sdu.dk) with contributions by consultants and teachers at SDU

Please note this guidance is generic, and your Faculty may provide alternative guidance. Follow your Faculty's guidance on online oral exams if it differs from the generic guidance below.

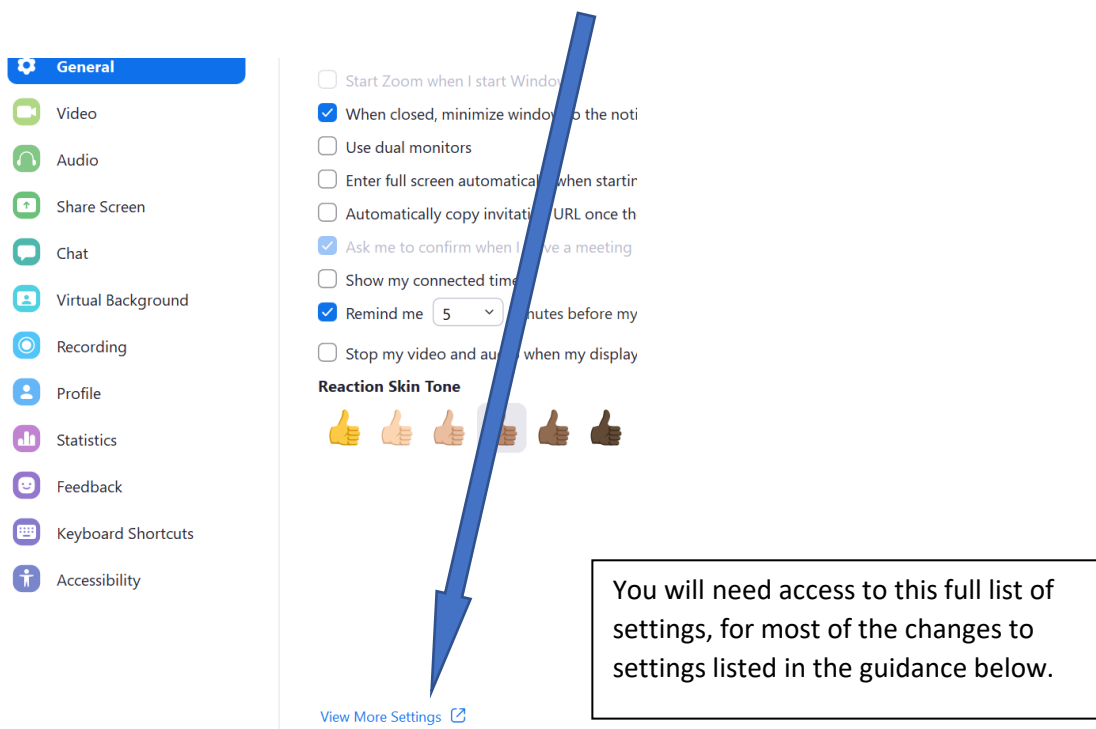
As all Faculties are recommending the use of Zoom for oral exams, this guidance only refers to Zoom features and help guides. SDU uses the DEIC approved version of Zoom. You can read more about security and Zoom here <https://www.deic.dk/da/news/2020-04-02/zoomfaq> (Danish only). If you are planning to use a different online platform for the oral exam, please check your Faculty's guidance and contact your Faculty's IT or e-learning support for further guidance on using Adobe Connect or Teams.

Zoom Information

Zoom Settings – a limited range of settings are available when you access the SDU Zoom App



Once in the limited Settings window you can access **'view more settings'**



This guidance comprises the following three sections:

A. Now – during the course

This includes suggestions on how to prepare for the online oral exam, including planning the oral exam and the use of Zoom tools and preparing the students.

B. Before the Oral Exam

This includes suggestions on how to manage the online oral exam process.

C. Just before and during the Oral Exam

This includes suggestions on how to manage the discussion with the external or internal censor and giving the student their grade and feedback.

A. Now – during the course

A.1 Changing from oral exams to another exam method

If you can see opportunities to switch to an alternative exam method, you must discuss this with the Programme of Study Leader. Changes to course assessments may require approval by the Programme Study Board.

A.2 Scheduling an online exam

Check with your Faculty, it is most likely that an administrative colleague will set up the Zoom meeting room for the oral exams, but they may require you to schedule the link if different exams are being held at the same time. You need to be the host of the meeting room, even if your administrator schedules the meeting, this can be easily arranged with the 'alternative host' option in Settings.

This video <https://youtu.be/yQalip30GOM> (in Danish, prepared by HUM), explains how to give privileges to an administrator so they can set up the online oral exam in Zoom.

A.3 Online Oral Exams and Zoom tools – Screenshare, Whiteboard, Annotate, Chat

Here are some recommendations on how to use Zoom to support the oral exam. If you are planning to use any of these approaches during the oral exam, it is recommended to include opportunities for you and the students to practise using them during the course.

Screenshare

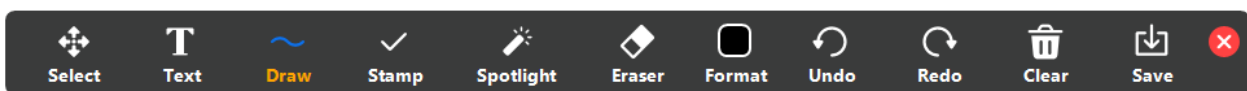
You may want to use the [Screenshare](#) option in Zoom to share a student's pre-submitted work or a preparation task or another resource. Alternatively, you can go to settings and confirm that the host and participant can screenshare.

Blank Whiteboard

If you want the students to show their working on a blank Whiteboard, you can share the Zoom **Whiteboard**, available through screenshare and give the student access to annotating it. You can see a video here on how to use the **Whiteboard** in Zoom <https://youtu.be/jQ4-wrwHAXk>

Annotating an image on screen

If you want the students to annotate an image/diagram/axis etc, you can share the relevant image by having it open on your computer, share your screen and enable the student's access to the **Annotate tool**.



The student will then be able to annotate the image file and you will see what they are doing.

Group Annotation

When sharing your screen or a Whiteboard in screenshare, in the ... options (top of the Zoom screen) you can also choose to 'show annotator's name' – which may be useful if it is a group exam and you want to see who is adding each annotation. The name is only shown synchronously as they are drawing, if you want to remember who added which annotation, allocate a different colour pen to each student. And remember to note who was allocated each colour.

Sharing a video through a Smartphone

If you want the student to be able to draw or write an equation more accurately than they can by using the Whiteboard and annotation tool.

Tell the student to download the Zoom app on to their Smartphone. The student accesses the Zoom meeting room through their computer and the Zoom app on their phone - the Zoom meeting ID is available from the icon, top left of the screen. The student needs a pen and paper. Using the Smartphone, the student reverses the camera and videos themselves drawing or writing – this video will then be visible through Zoom to the examiner and censor. The student may need to practise holding the Smartphone and simultaneously drawing/writing or they could construct a holder for the Smartphone so it is in place over their drawing/writing.

Files can be uploaded to the Chat facility in Zoom by the host or the participants. Watch this video <https://youtu.be/sf8ykbwhGaE> (prepared by HUM) which explains how to share files in Zoom, using the Chat. You may need to confirm 'File transfer' in settings.

A.4 Making it harder for students to share online exam resources

Disable participants' saving Chat

In settings you can disable participants' option to save the chat. This would be advisable if you want to limit the possibilities for saving and sharing resources and information.

Scan their work-space with their camera

If you are concerned whether a student has access to other materials during an oral exam, you could ask the student to show you their workspace with their webcam.

If you are concerned about students sharing files during or after an exam, see this advice from **Søren Sten Hansen (Faculty of Science)**: 'I have found a way to make it more difficult for students to download articles/file. You can make a link share in nextcloud where you hide the opportunity to download the document. Furthermore, all weblink in the article will be disabled. You can even set a password on the file and then you will be the only one who can open the file. You can then ask students for control of their browser and unlock the file and leave the students for preparation. See this example I have made:

<https://nextcloud.sdu.dk/index.php/s/Go2HPdAQXKx6Fd7>

And here example with use of password (wJ6jf54e1234):

<https://nextcloud.sdu.dk/index.php/s/6wAgSb8Jbkjf2Q4>

And more information here <https://nextcloud.com/de/blog/secure-view-prevent-your-shared-files-from-getting-downloaded/>

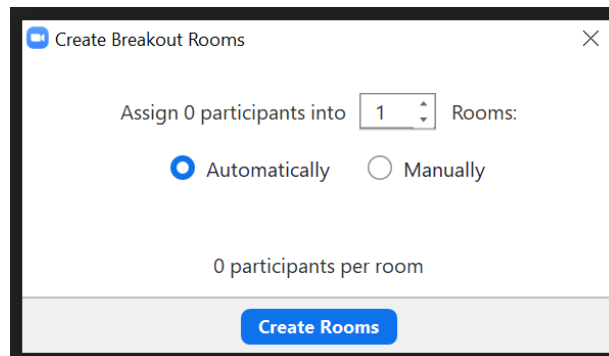
Note that you also can set expiration date on the link share, so that the link no longer works after the exam.'

A.5 Getting familiar with the online platform

It is recommended to use the same online platform that you are currently using for teaching for the oral exam. This way both you and the students will be more familiar with how it works. Zoom provides guidance including videos, on its help page and there are other Zoom help videos available online. Alternatively contact your e-learning or IT support colleagues in your Faculty or IT Services or SDUUP (The Centre for Teaching and Learning).

Breakout Rooms

The host sees the Breakout room icon on the menu at the bottom of the page, when you click on this icon you access these options. Here you can access Zoom help on [Breakout Rooms](#).



Familiarise yourself with the **Breakout** room options by clicking on **Breakout** rooms. You may want to disable allowing participants to return to the main meeting room if you want to prevent them accessing the other room during the exam. You can also reset the time for closing the **Breakout** rooms, so it fits your exam schedule or reset to 0 minutes.

By moving the mouse over the list of **Breakout** rooms you can access the rename option. This may be useful if you are using more than one **Breakout** room during the exam.

Waiting Rooms Here you can access Zoom help on [Waiting Rooms](#).

In Settings you can enable the **Waiting Room**.

Waiting Room

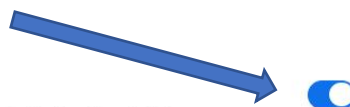
When participants join a meeting, place them in a waiting room and require the host to admit them individually. Enabling the waiting room automatically disables the setting for allowing participants to join before host.

Waiting Room Options

The options you select here apply to meetings hosted by users who turned 'Waiting Room' on

✓ Everyone will go in the waiting room

[Edit Options](#) [Customize Waiting Room](#)



With this feature on, you will see a screen notification when a participant is in the **Waiting Room** and you have the option to view the list of all the participants in the Waiting Room and to admit them individually. If you have two or more students in a Waiting Room, they will be in different Waiting Rooms. Whilst in the Waiting Room, participants cannot hear or see the main meeting.

You can move a meeting participant into a **Waiting Room** at any time during a meeting, tap on the participant's name and choose '**move to Waiting Room**'.

You can post a **message** via the Chat to participants in the **Waiting Room**. Click the **Waiting Room** option in the dropdown menu next to Click Everyone (in **Waiting Room**). You could write a message to alert a student when they will be moved into the exam room. If you post the message to Everyone in the Meeting room, remember to write the name of the student in the message. It would also be helpful for students to post a message if you are changing their exam time because another student is absent.

Watch this video <https://youtu.be/BgJWXUznOXU> (in Danish prepared by HUM) which explains how to use the **Waiting Room**, how to allow the student to share the screen and using the chat.

You can also **customize** what the students will see when they are in the Waiting Room by adding a title, an image and a description. This could be a useful way to remind them how the exam will start and what they need to do to be ready.

Edit Options allows you to

A.6 Planning your Introduction Script for the oral exam

We recommend preparing an introduction script, which you will read and make available on your screen at the start of each oral exam. This will ensure the same information is shared with all students.

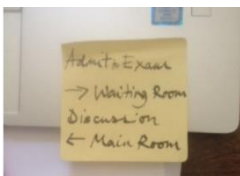
- Remind the student on what they and you will do if there is a technical issue in their exam (your faculty will provide guidance on how to manage technical issues)
- Remind student to have paper, pen and a glass of water
- Introduce the student and the censor
- Explain the structure of the exam
- Explain how they will find out their grade and feedback
- Reassure the student that they can ask you to repeat, re-phrase or change a question.
- Affirm that you will support them to do their best.

A.7 Planning the structure and timing of an online oral exam

Here is a suggested schedule for a 20 min oral exam. We recommend allowing more time between students for the online oral exams than you would usually do. This will help reduce anxiety about keeping to time as technical issues may occur.

Pre oral exam check you and the censor are ready and sound and web cams are working	Bring student in from Waiting Room to Main Room	Check student's photo ID – they must hold it up to the webcam Welcome the student and read out your Introduction Script and Screenshare it	Start exam	End exam	Tell student you will now move them back to the Waiting Room – tell them how long they will be there.	Move the student to the Waiting Room. *Discuss grade and feedback with censor or reflect on your decision if examining alone	When you are ready, bring the student back to the Waiting Room – share grade and feedback and feed forward	Student exits meeting room
Possible Timings for a 20 minute oral exam								
	2 minutes		10-12 minutes		Up to 5 minutes		3 minutes	

We recommend having a **Post-It Waiting Room** process in sight moved into the **Waiting Room** performance and grade.



with a reminder about the moving to and from the or asking the censor to check that the student is before you start your discussion about their exam

However, it is important to note that students can request access to notes taken during oral exams. In view of this and professional protocol it is advised to maintain a professional dialogue about the student's performance and grade.

A.8 Alternative structures for online oral exams

Pre oral exam task

If you plan to make a task available to students immediately before the oral exam, you could manage this in Zoom by admitting the student to the main meeting room and sharing a link to the file, task and timeframe via the **Chat**. See note **A.4 Making it harder for students to share online exam resources** if you are concerned about students sharing a file with other students. Remember in the current SDU version of Zoom you cannot upload files to the Chat.

Next move the student to a **Breakout Room** or back to the **Waiting Room** where they will continue to work on the task. If you are concerned about the student copying and sharing the task, see **A.4 Making it harder for students to share online exam resources** and consider discussing with students during the course the importance of integrity and a professional approach to the exam, and the importance of not sharing resources which are not intended to be shared.

Remember that the **Chat** is visible to all in the Zoom meeting.

There is no failsafe way to ensure that tasks/resources/files will not be copied and shared during an oral exam. If you do not want to take this risk, then we recommend revising the structure of the exam.

For example – you could share all pre-exam readings/tasks/resources with all students before the exam day and let them know that they will randomly choose one of them at the exam.

This approach provides students with some insights into the parameters of the exam; they can focus their preparation; they all have access to the pre-exam readings/tasks/resources so there is no incentive to share. However, you may choose not to use the same resources in another year's exam, as these will have been openly distributed in this year's exam. Students with exams later in the day have more opportunity to prepare.

Random questions/topics at the start of the exam

All possible topics or questions could be shared with all students before the exam, giving them enough time to prepare. Alternatively, the students could also come to the exam without having prepared the topics or questions and choose one from a randomised selection.

The students are told that in the exam they will choose a topic/question from a randomised list. This video shows a method for offering students a randomised selection of topics/questions <https://youtu.be/gby-CJdH LE> (in Danish, prepared by HUM) which offers two methods for randomising questions.

These website offer randomizing online tools:

<https://www.random.org/> +

<https://pickerwheel.com/>

<https://random-num-generator.com/>

Group Oral Exams – including group presentations

If a participant's name is unclear, for example, an abbreviation or initials, you can edit participant names in Zoom or ask the student to rename themselves with their Student name.

Include preparation and rehearsal time during the course to help develop familiarity with the online platform. Be clear about whether you want them to share the PPT/presentation with you beforehand so you can screenshare it. Otherwise you will need to ensure the share screen setting is enabled for participants as the student will need to share their screen during the exam.

Clarify what you expect from the presentation, it may be different to a face to face presentation, for example, consider transitions between speakers, how they each present – face the camera, remember to pause, speak clearly, manage questions.

An alternative is to consider replacing the presentation with a hand-in, for example, a PPT with notes provided for each slide indicating what they would say to each slide. If you choose this option, I recommend providing some examples of how this can be done – if you provide only one example the students are likely to see that as the default model.

See <https://sdunet.dk/en/teachonline> for guidance on managing student presentations online and making and uploading videos.

Group to group feedback

In Zoom **Settings**, allow participants to rename themselves. This would allow students to re-name their participant video so it includes their group number. This would make it easier to see who is in which group.

A.9 Preparing students for an online oral exam

Practising oral exams

- Familiarize students with using ZOOM in a synchronous class. Use the **Waiting Room** feature if you plan to use it in the oral exam.
- Upload some indicative oral exam questions to Blackboard and use **screenshare** to make them accessible in the main meeting room.
- Set up [Breakout rooms](#) in an online session and allocate three students to each room.
- One takes the examiner role, one the student role and one an observer role.
- Explain they need to practise some questions, changing roles each time and the observer should note queries they have about the questions and the oral exam process.
- If the oral exam will include annotating, sharing screens or any other Zoom features, include this in the task so the students practise it.
- The teacher visits some **Breakout** rooms, to provide advice and/or model questioning.
- Close **Breakout** rooms and return to the Main Meeting and discuss queries.
- Add queries and responses to FAQs on Blackboard about the oral exam.

Addressing students' anxieties about online oral exams

Ensure students have accessed the University and Faculty guidance on oral exams - provide a link on the course's Blackboard site. It is especially important that the student takes responsibility for checking their online access, including sound and webcam are functioning via Zoom. Students will need to be present throughout the online oral exam, which means their webcams will need to be switched on and they will need good audio connection.

Provide time in class and a **Discussion Board** on Blackboard for students to post their questions and anxieties about oral exams. Check in to the Discussion Board and share your responses as well as addressing issues in class time. Reassure students that your focus is to enable them to do their best. Let students know they can ask you to repeat, re-phrase a question or ask another question during the exam.

Self-portrait photo

Provide the students with a self-portrait photo and tell them to practise their oral exam presentations and answers whilst looking at your photo on screen. This will help as an ice-breaker and get students used to looking at you whilst rehearsing.

Students sharing videos

Students are required to be visible during the online oral exam, just as they are in a face to face oral exam. However, we know students can be reluctant to share their videos in class, possibly because there is no option to 'sit on the back row' and hide behind the laptop – everybody is visible all the time. Another reason may be finding it intrusive to reveal their personal surroundings.

Be clear with students about the need to share videos during the exam, this is reinforced in the University guidance on oral exams and make it a requirement when you practise for the oral exam.

You could recommend that the students use a virtual background, available in Zoom – see the arrow next to the video icon. However, be clear about what type of background you would accept and test it first.

FAQs on online oral exams

Set up a FAQs on the course Blackboard Site and keep it updated. Every time a student asks a question about oral exams post it with your response in the FAQs. Advise students to check FAQs before coming to you with a new question. FAQs provide students with an accessible list of commonly asked questions; it saves the teacher time and it prevents giving mixed messages; it is a particularly useful tool if there is more than one teacher and examiner.

Making online oral exams inclusive and accessible by all students – guidance provided by Lisbeth Bjerrum Jensen (Academic reading and writing counsellor – Student Counselling Service)

Students with neurodiversity (this includes dyslexia, dyscalculia, dyspraxia and the autistic spectrum), in particular dyslexia, may struggle to remember accurate vocabulary during an oral exam. Encourage them to bring a vocabulary list to the exam, and to show the correct word to the camera if they cannot say it correctly.

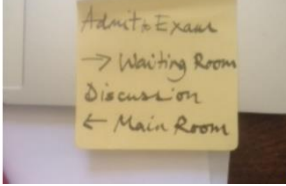
Reading Software – applicable to Oral Exams and other digital exams including Multiple Choice Exams

The general restructuring of exams and exam forms at SDU due to COVID-19 can be a problem for students who are dependent on reading software. For instance, preparing pre-exam tasks or multiple choice-tests on Blackboard may cause problems for these students; the reading software for students with special needs *often* works in Blackboard, but not always - depending on the settings in the particular test.

Furthermore, when the test is monitored by Exam monitor, the students often experience that their reading software fails. It is difficult to say anything general about it, but it is important that teachers are aware of it and that the students get a chance to test it in advance. It is rarely a solution just to convert the test into a Word-file. If the student is dependent on the software, the solution may be to have the student monitored by an actual person, e.g. via Skype.

A.10 Preparing the Censor for the Oral Exam

Please check with your Faculty recommendations, they may include guidance for censors.



It is recommended to contact your censor and make them aware of which online platform you will be using for the oral exam and how you plan to organize the oral exam. If they are not familiar with Zoom or the features you plan to use, invite them to a Zoom meeting and practise using the platform together. Remember in Settings to make the censor a co-host, in this way they have some host privileges.

It is also important to clarify and agree your roles during the exam. Who will take notes, how will you share the questions, how will you signal to each other when you want to make a point or ask a question?

You can use the **Chat** to send private messages during a Zoom session. If you plan to do this, it is advisable to go to **Settings** and switch off participants' access to saving the **Chat**, which will prevent students from saving the **Chat** text.

B. Before the Oral Exam

In good time before the exam:

Check your **Zoom** settings are exam ready – including Waiting Room, laptop plugged in, wired access to internet if possible

Have a **drink, pen and paper, mobile phone** with censor's and IT support numbers (as recommended by your Faculty) etc available

Check you and the **censor** can access the Zoom meeting room and that you have **full webcam and audio functionality**, and you are clear about role sharing and Zoom features that you will use (see A.9).

Be clear about your Faculty's guidance on dealing with **technical issues**

Have your **student list** with scheduled times easily accessible

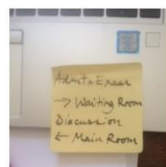
Have your **Introduction Script** ready to share on screen and to read out

If the student will choose a random question/task, have your **random question selection resource** ready (See video)

Have **texts or resources which you will share**, open on your computer to facilitate screen sharing or upload as files to **Chat** (see on Chat and security and chat and file sharing)

If you have **pre-prepared questions** or you are working from an exam question rubric, have them accessible on a separate screen or as paper copies.

Stick a post-it with reminders of **organisational processes**, especially if you are moving students in and out of Waiting Rooms or Breakout rooms during the exam.



C. During the Oral Exam

Create and maintain a **positive atmosphere** during the exam – the Introduction script will help set the tone for this and as you proceed through the exam, check the student understands your questions and be ready to re-phrase, repeat or offer an alternative.

Use a **timer** to facilitate accurate timekeeping

If **technical issues** occur, be clear about the process and keep the student and censor informed

Set up your **Waiting Room** message and send a message via **Chat** letting the next student know when you will admit them to the main exam room.

Admit the student to the main meeting room (if they have entered via the Waiting Room)

Ask the student to show their **photo ID** to the webcam – note you have seen it and it verifies their name and take a note of their Exam Number.

Introduce the student and the censor

Share the **Introduction Script**

Starter – student chooses random question, student presentation, student opening

Draw on questions from your **pre-prepared exam question list**. Be ready to scale questions up and down

Timer to signal end of exam

Tell the **student** you will move them to the **Waiting Room** and you will bring them back in XX min

Move student back to the **Waiting Room** – check the student is in the **Waiting Room** before starting your discussion

Decide grade or exam outcome and prepare feedback and feedforward

Bring student back into main meeting room – share the outcome/grade and feedback and feedforward

End the exam

Send a message via the **Chat** letting the next student know when you will admit them to the main exam room.