LEARNING IN THE ERA OF AI

Interviews as an Authentic form of Assessment

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BME

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From your browser, type:

vevox.app

Then Key in ID: **181-448-914**

"AI makes a positive contribution to engineering education”

Strongly disagree

0%

Disagree

0%

Neutral ... I'll wait and see

0%

Agree

0%

Strongly Agree

0%

0/0 Join at: **vevox.app** ID: **114-388-335** Preparing Results

"AI makes a positive contribution to engineering education”

Strongly disagree

0%

Disagree

0%

Neutral ... I'll wait and see

0%

Agree

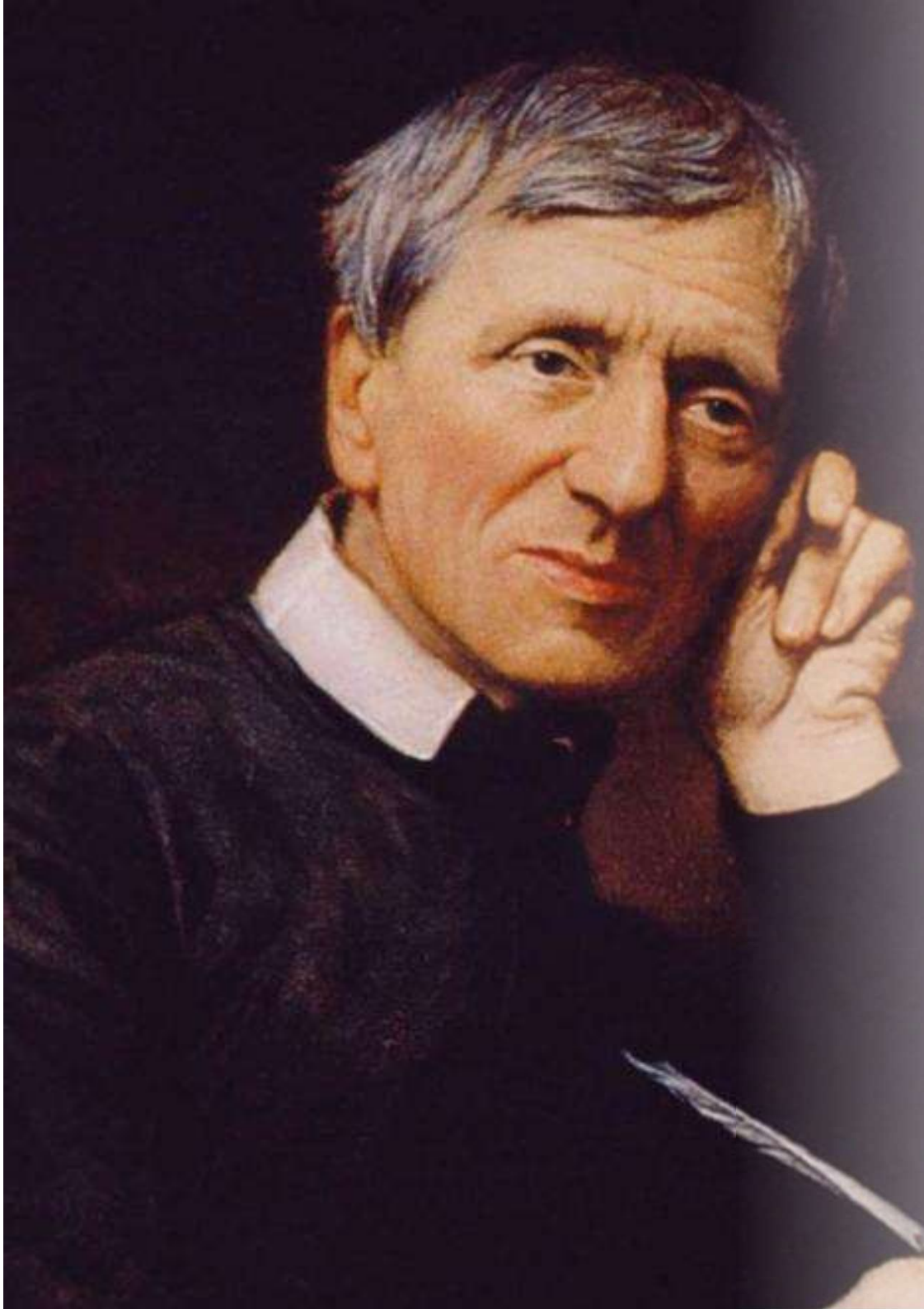
0%

Strongly Agree

0%

Apprenticeship model

Mass education .... content driven



Education is about a human encounter.

John Henry Newman

Team Based & Collaborative.... Process Driven

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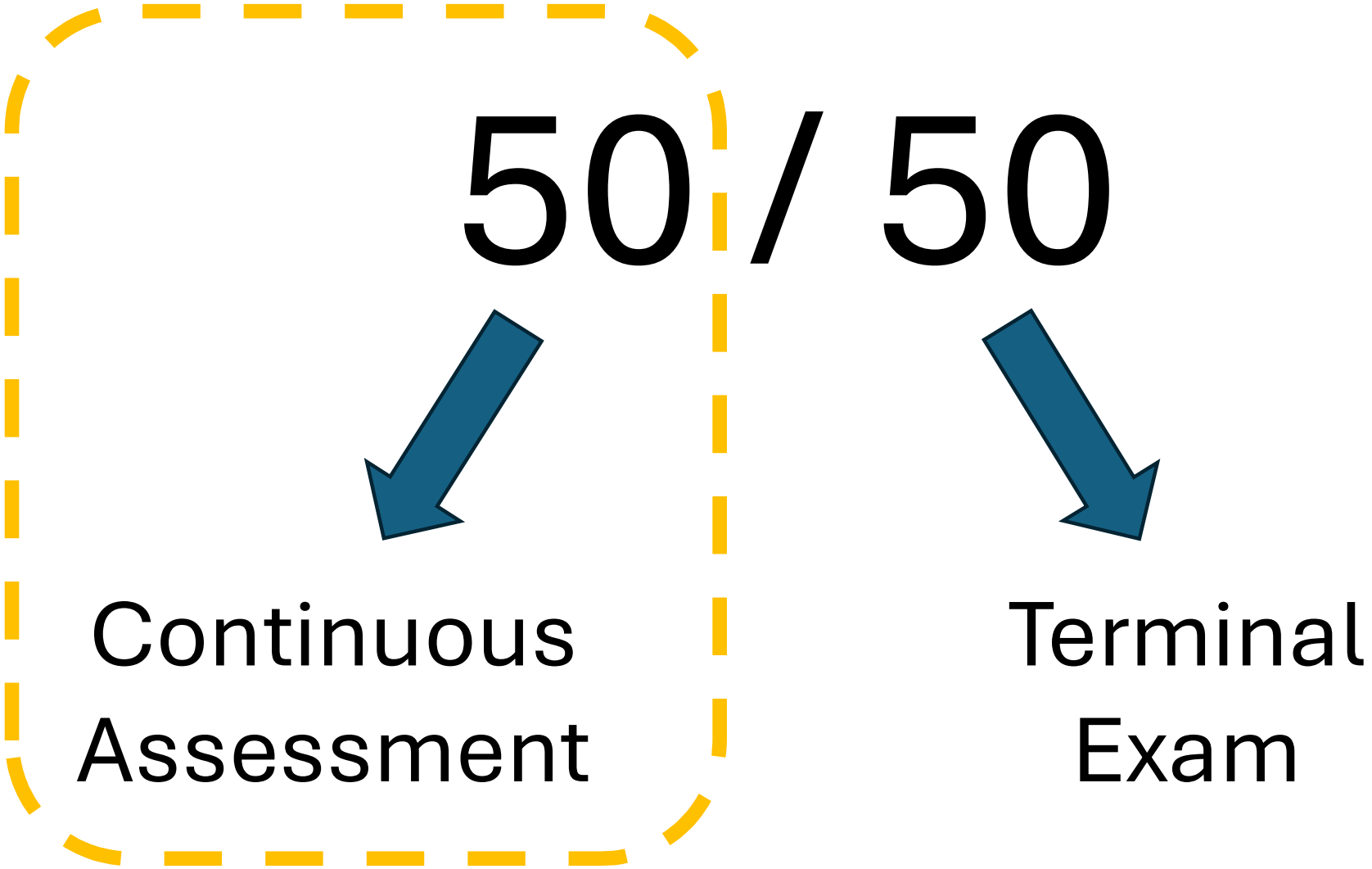
2008

Engage and Motivate

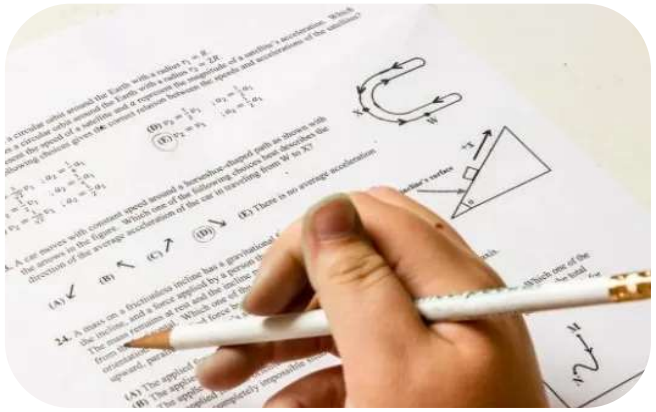
Context and Connectivity

Reflective

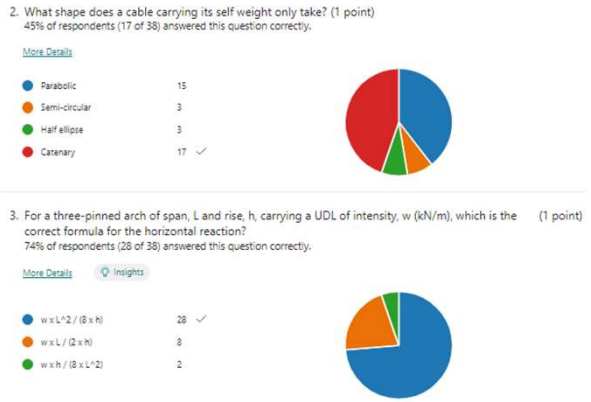
Year & Semester		Modules				
Year	***Semester***	***Module 1***	***Module 2***	***Module 3***	***Module 4***	***Module 5***
Year 1	Semester 1	PBL1				
	Semester 2	PBL 2				
Year 2	Semester 1	PBL 3	PBL4	PBL 5		
	Semester 2	PBL 6	PBL 7	PBL 8		
Year 3	Semester 1	PBL 9: IDP				
	Semester 2	8 Month Work Experience				
	Semester 3					
Year 4	Semester 1	PBL 10	PBL 11	FYP		
	Semester 2	PBL 12	PBL 13	FYP		


50 / 50
Continuous Assessment
Terminal Exam

Multiple and varied assessment instruments



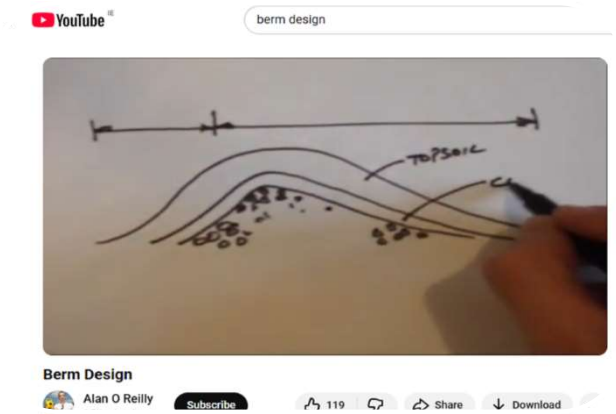
Examinations



Quizzes

Reports

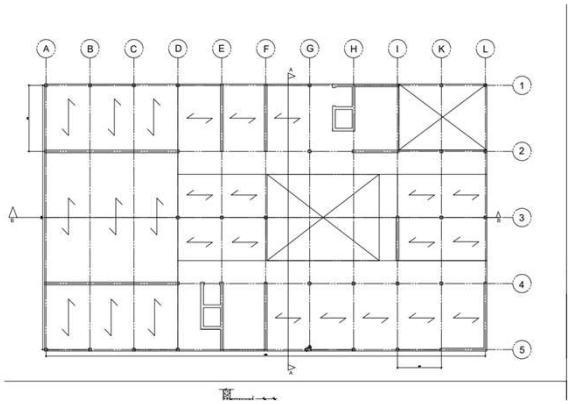
Presentations



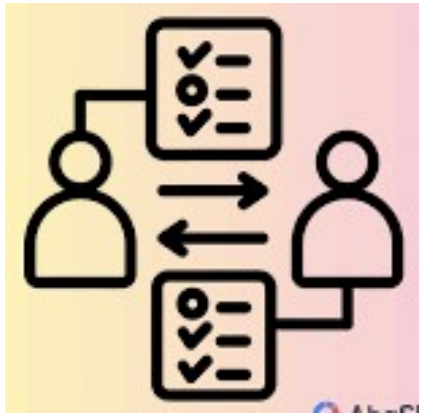
Video Documentaries

WHAT?
SO WHAT?
NOW WHAT?

Reflections



Drawings & Posters



Peer Assessments

Interviews

Distribution of Interviews throughout the Programme

Year	No. of Interviews	
	Individual	Group
2	0	3
3	0	3
4	2	1
5	3	1

The Interview Process

CE4015 INTERVIEW SCHEDULE WEDNESDAY WK 14 AY 22/23

Interviewer: D. Phillips
Time: 09:00 - 9:40
Venue: ER0-013

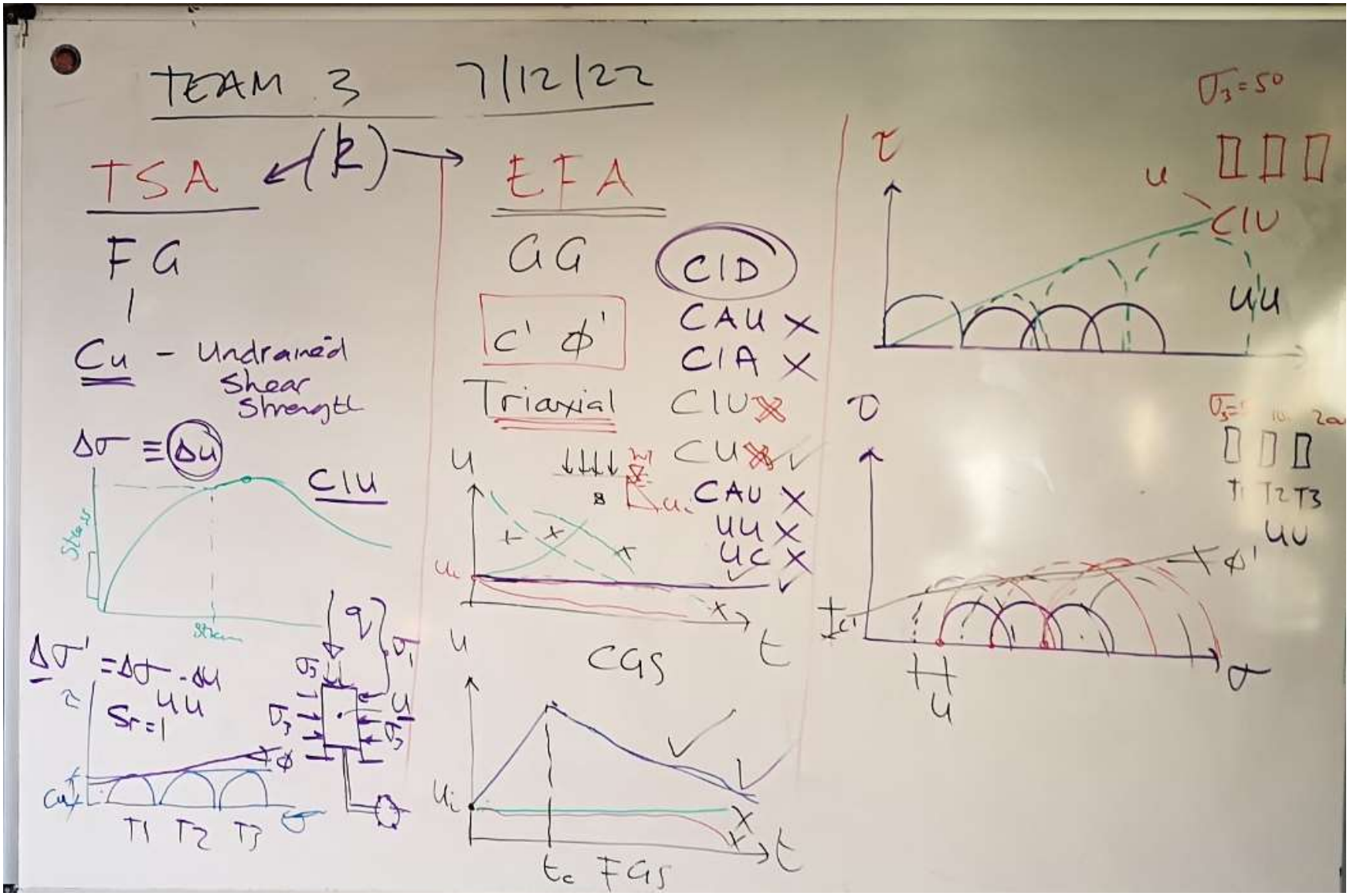
TEAM 1

1 BA[redacted]
1 DO
1 KEA
1 LO
1 SLA

Interviewer: D. Phillips
Time: 09:40 - 10:20
Venue: ER0-013

TEAM 2

2 BR[redacted]
2 DE
2 KE
2 M
2 RY


TEAM 3 7/12/22
TSA
(k)
EFA
FG
Cu - Undrained Shear Strength
Δσ ≡ Δu
CIU
Δσ' = Δσ - Δu
UU
Sr = 1
T1 T2 T3
GG
c' φ'
Triaxial
CID
CAU
CIA
CIU
CU
CAU
UU
UC
CGS
FGS
σ3 = 50
CIU
UU
T1 T2 T3
UU
φ'
σ

Student	Grading					*Comments*
	A	B	C	D	E	
Student 1			✓			*Good on fundamentals, more work req'd on topic x*
Student 2				✓		*More focus on analytical topics required*
Student 3		✓				*Poor grasp of Project LO's and topic fundamentals.*
Student 4					✓	*Outstanding performance*
Student 5			✓			*Average performance, Good on basics of the topic*

Class Sizes & Time Involved

- Class sizes vary from 40 to 115 students.
- Time :
  - Class size of 40 – circa 6 hours.
  - For cohorts of 100 to 120 – Two Interviewers; 7 to 8 hours but the grading is part of this time.
    - Independently grade the first two groups –bias and harmonise grading.
    - The remaining teams split between interviewers.

- Audio Recording of Interviews

  Accuracy

  Sharing

Lecturer observed benefits of student group interviews

- Students learn from each other
- It is a useful revision exercise in advance of the final exam
- There is no where to hide in the interview
- It rewards the students who work consistently throughout the semester
- It improves ability to think on ones feet
- Improves listening and verbal communication skills

What Students Say

- Stressful experience
- Working consistently & contributing throughout the semester is rewarded
- Observe the price to be paid for lack of preparation
- Feel more confident in defending their work

Key takeaways …

- Group Interviews have proven to be authentic and robust form of assessment.
- Meaningful learning is very much enhanced through human dialogue
- Time efficient
- This type of learning experience can't be replicated by AI!

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