

INTERNATIONAL ACADEMIC EXPERIENCE OF IMPLEMENTING INTERACTIVE ORAL ASSESSMENTS: A MULTIDISCIPLINARY STUDY

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Morris (1985) has long pointed toward perceived barriers to academics' engagement with new ways of assessing and teaching learning. More recently, Emre (2019) discusses the perceived barriers on technology integration. The advent of the Pandemic in 2019 has certainly challenged teachers' preparedness to support digital learning (Schleicher, 2020).

Academic resistance to adapting to and using new systems or processes has been found to impede the successful implementation of a new learning management systems (LMS) and the quality of the implementation of eLearning (Syed et al., 2021). Among other researchers, Holdsworth and Maynes (2017) suggest that academics can be risk-averse due to fear of poor student evaluation of teaching and consequences on their job performance/assessment, but it may also be their well-entrenched ways of educating based on what they know has worked in the past.

These barriers to taking on novel assessments, new pedagogies, or experiential teaching practices, are problematic as Higher Education moves into a post-pandemic era where academics will need to be more agile and more embracing of authentic assessment (Siow et al., 2021). This acceptance is necessary to help students better prepare to thrive post-graduation, secure employment, and adapt to meet the changing horizons of that employability into the future (Mok & Montgomery, 2021).

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