

# Audio file

[118808-UPCSEVivaExaminationAnIntroduction2025.mp3](#)

## Transcript

00:00:08 Speaker 1

OK, let's make a start.

00:00:10 Speaker 1

Good morning, everybody and very nice was it. Good morning everybody. That's much nicer. Thank you.

00:00:17 Speaker 1

OK, you can use your phones in the session because we will have a menti.com later. So you can use your phones for that you.

00:00:25 Speaker 1

Can use your.

00:00:25 Speaker 1

Laptops. But could you please pay attention for the next hour? You can use laptops phones to take some notes for example and to do the menti quiz.

00:00:37 Speaker 1

But you're sitting here for an hour and you're going to get an introduction to the viver this morning.

00:00:43 Speaker 1

Make the most of it. Take all the information you can pay attention and if you have any questions, of course you can ask me, OK, right.

00:00:58 Speaker 1

Ohh before we start I always forget this because Peter's not here.

00:01:02 Speaker 1

The sign up.

00:01:04 Speaker 1

Yeah. So it's worth coming because your attendance will be noted, OK, so I'll pass it this way. And then when it gets to the end, I'll when it gets to the end, if you can pass it across there so they can pass it.

00:01:16 Speaker 1

Round as well. OK, thanks, right.

00:01:21 Speaker 1

Let's start.

00:01:24 Speaker 1

Does this look familiar? Do you remember this? The research project timeline, the Research project, focus and process? Remember that.

00:01:33 Speaker 1

OK. Where are we now today? Where are we on that timeline? Which stage are we at? Sure. Are we out five?

00:01:50 Speaker 1

5 is the research project the final research project? Where are we sure? How have we done?

00:01:57 Speaker 1

For yeah, yes.

00:01:58 Speaker 1

We have exactly. So as you all know, we are between 4:00 and 5:00. Your posters were last week. I hope they went well. Hope you enjoyed it.

00:02:08 Speaker 1

I enjoyed the ones I saw. I hope you enjoyed yours. I hope you.

00:02:11 Speaker 1

Found.

00:02:11 Speaker 1

It useful so you've done the posters. The next thing is the research project. When do you submit the research project?

00:02:21 Speaker 1

Sorry.

00:02:22 Speaker 1

And when when is that in the terms term? Three first week. Very good. Bill grahan. Exactly right. So Week 1 of term 3. The research project. So when will you be writing that? When are you going to finalise and write up your project?

00:02:42 Speaker 1

Spring break. Very good, Lucas. Yes. The spring or Easter break. OK, now you can see you're getting near the end of the science and society assessments.

00:02:53 Speaker 1

And the very last science and society assessment is the.

00:03:02 Speaker 1

The Viva. Yes, that's right. The Viva. And that's what we're going to look at today. An introduction to the Viva.

00:03:13 Speaker 1

Come in. It's OK. Take a seat.

00:03:22 Speaker 1

OK, so this morning we're going to cover an introduction to the viver exam, which we'll have in term 3 and the slides are on Moodle if you want to access the slides on Moodle, the recording of course as always will be on Moodle after the.

00:03:36 Speaker 1

Session.

00:03:37 Speaker 1

Right. OK.

00:03:40 Speaker 1

So by the end of the session, the aims of this morning is that you will know the format of the Viber assessment, the purpose of the Viva, why we have one in the 1st place, why you go through that exam and also the expectations the examiners have when you have your Viva exam.

00:04:01

OK.

00:04:03 Speaker 1

To achieve that, we'll first look at what the viver is, why we have one the purpose.

00:04:10 Speaker 1

What the examiners are looking for in the Viva?

00:04:15 Speaker 1

How you should prepare for it?

00:04:18 Speaker 1

And then some advice on things that you should do or shouldn't do for your Viva exam. I will also play you a sample from a Viber today so you can listen to the real thing, listen to see what.

00:04:30 Speaker 1

It's.

00:04:30 Speaker 1

Like and the sample I'll use is for the sample research project that we looked at in class.

00:04:37 Speaker 1

And also that sample poster we looked at, do you remember that? What was the topic?

00:04:43 Speaker 1

Sorry, Russian AI in medicine and what was it for in medicine? Do you remember the area?

00:04:51 Speaker 1

Imaging medical imaging very good and include radiology, didn't it?

00:04:55 Speaker 1

Yes.

00:04:56 Speaker 1

So the extractor play you later.

00:04:58 Speaker 1

Is an extract from the Viva for that sample.

00:05:01 Speaker 1

Research project that.

00:05:02 Speaker 1

You've all studied. OK, so you get to hear what?

00:05:05 Speaker 1

It's like.

00:05:07 Speaker 1

OK, so if you have any questions.

00:05:11 Speaker 1

Think about them now. Make a note of them. A mental note. Or you could write something down and at the end, if you've got any questions.

00:05:17 Speaker 1

Left.

00:05:18 Speaker 1

There'll be time for you to ask me so that you can clear up.

00:05:21 Speaker 1

Any doubts you have.

00:05:24 Speaker 1

OK, ready?

00:05:26 Speaker 1

So Viva, first of all, what does it mean? Well, Viva it comes from Latin as it says there vivaci and it means by word of mouth literally. But a Viva is an oral exam.

00:05:39 Speaker 1

And Aviva is a very normal part of your studies at undergrad, postgrad, PhD. Of course you have a very large Viva.

00:05:47 Speaker 1

Aviva will always be an oral exam about some research that you've done.

00:05:56 Speaker 1

Your Viva is in term 3 and you can see there it's in weeks 3 or 4 of term 3. So like the third week of May, Brian, when did you say you submit the research project? First week. So what do you notice?

00:06:14

There's some.

00:06:15 Speaker 1

There's some time for you to study exactly right. You have a gap, and that's designed there is a gap of two to three weeks between the submission.

00:06:24 Speaker 1

Of your research.

00:06:25 Speaker 1

Project and the oral exam, the Viva.

00:06:29 Speaker 1

OK. And later I will be giving you some advice on what you could study in that period between the RP and the driver. OK, now it lasts about 15 minutes. As it says there.

00:06:43 Speaker 1

Something different.

00:06:45 Speaker 1

About the Viva, which is all part of your preparation in science and society, we don't want you to always do the same thing. The VIVER, unlike the other assessments you've done.

00:06:57 Speaker 1

It's just you and the examiners.

00:06:57

Hey.

00:07:01 Speaker 1

There is no audience. No other students are present. The poster, of course you presented to examiners and other students, but the viver is just you and two examiners. That's it. No students, no audience.

00:07:15 Speaker 1

So although we think of it like a presentation, in some ways it's not really. It's a discussion with two examiners.

00:07:23 Speaker 2

OK.

00:07:27 Speaker 1

Do you like that idea, or would you prefer a student audience?

00:07:34 Speaker 1

You can tell me afterwards. Yeah. OK. The via remark is 20%. As you see there.

00:07:41 Speaker 1

What was your poster worth? Do you remember?

00:07:46 Speaker 1

The same how much work did you do for your?

00:07:48 Speaker 1

Poster.

00:07:49 Speaker 1

A little bit or quite a lot.

00:07:53 Speaker 1

Quite a lot. Thank you. That's the answer I wanted. Very good. I'm sure you all did a lot cause your.

00:07:57 Speaker 1

Posters were very good.

00:07:58 Speaker 1

Last.

00:07:59 Speaker 1

Week. So you think how much work you put into those posters for 20%? This is also worth 20%.

00:08:07 Speaker 1

So you should take it seriously and you should do as Burhan said. Some studying between submitting your research project and the river exam. And as I said we'll look at that and I'll give you some ideas later about.

00:08:20 Speaker 1

That I think the important thing for you to know is that it's a standalone assessment. What that means is although it's based on your research project.

00:08:31 Speaker 1

The marks are the marks for this Viva for this oral and that means if you submitted a research project that maybe you're slightly disappointed with, you think you could have done.

00:08:42 Speaker 1

Better you can.

00:08:44 Speaker 1

Still get top marks in this exam.

00:08:48 Speaker 1

Equally, if your research project is very good, but then you don't study between and you kind of forget about it once submitted, you might not do very well in this. So the point I'm making is you can do well in this.

00:09:02 Speaker 1

Regardless of the mark you get for your research project, so you should take it seriously because you could still get close to the full 20% if you perform well in the Viva.

00:09:17 Speaker 1

OK, now.

00:09:21 Speaker 1

Why do we have a viva? What are the aims of the viva?

00:09:26 Speaker 1

That's what we're going to consider now, and I'm going to show you here on menti. I've got five. Let me just get there.

00:09:37

Here we go.

00:09:42 Speaker 1

Oh, has somebody been there already?

00:09:44 Speaker 1

Have you already been working on this?

00:09:47 Speaker 1

Let's see.

00:09:55 Speaker 1

OK, let's reset it looks like some of you might have.

00:09:57 Speaker 1

Gone there already.

00:09:59 Speaker 1

OK.

00:10:01 Speaker 1

There we are. Right, you've got 5.

00:10:04 Speaker 1

Five statements there on the mentee if you go to menti.com, you enter 71929213, you can get this up. Have a look at those and see whether you strongly agree or strongly disagree with those statements on menti.

00:10:21 Speaker 1

OK, have a look now and see whether you agree or strongly disagree with those.

00:11:06 Speaker 1

OK, let's have a look.

00:11:12 Speaker 2

Ah.

00:11:21 Speaker 1

Take that off.

00:11:23 Speaker 1

There we go.

00:11:24 Speaker 1

Right, you should be able to see that.

00:11:25 Speaker 1

There.

00:11:30 Speaker 1

OK, right where it looks like you strongly agree with most of them. They've all got fairly similar scores.

00:11:38 Speaker 1

But one of them is less popular than the other. They catch you out. I'm glad about that. We are. Ohh. They're starting to to get closer together again. Well, let's start with that one. The 3.4 catch you out. We are not trying to catch you out.

00:11:55 Speaker 1

I promise you that.

00:11:58 Speaker 1

You don't have an oral exam to catch you out. It's not like a a interrogation where we're trying to see are do you really understand or not? That is not the purpose. Equally, the first one to see if it's plagiarised and to test academic integrity. That is not the purpose.

00:12:19 Speaker 1

Eva.

00:12:23 Speaker 1

In an exam you would not sit in a room with two examiners and they would be accusing you of plagiarism or cheating. Or maybe it's not your work that's not going to happen, OK.

00:12:37 Speaker 1

There are other means for that. If we think you've plagiarised or cheated.

00:12:41 Speaker 1

That will be a separate.

00:12:43 Speaker 1

Meeting and it won't be an exam.

00:12:47 Speaker 1

So I tell you now, just to reassure you, when you go to your Viva, when you go.

00:12:50 Speaker 1

To that oral.

00:12:52 Speaker 1

It is not to see if you've cheated.

00:12:57 Speaker 1

And it is not to try to catch you out. It is not those things, OK?

00:13:04 Speaker 1

So what is it? Let's have a.

00:13:06 Speaker 1

Look at that.

00:13:09 Speaker 1

And go back here.

00:13:17 Speaker 1

OK, so it is these things and that's not the same as checking whether you've cheated or not cheated.

00:13:25 Speaker 1

The first one and the most important one is that one to establish authorship of the research project.

00:13:31 Speaker 1

Authorship ownership. Do you remember at the beginning when you came here?

00:13:36 Speaker 1

Yeah, probably seems a long time ago already. We had a lecture. I gave you a lecture on generative AI. Do you remember that?

00:13:44 Speaker 1

And about using it and how you present work that you might have used generative AI for and we spoke a lot about authorship ownership and then voice I think has been a very common theme through science and society and academic English for you. And the fact that we want your voice. So what does?

00:14:01 Speaker 1

That mean?

00:14:03 Speaker 1

Authorship. Your voice of the project. What are we looking for?

00:14:12 Speaker 1

If I want.

00:14:12 Speaker 1

To see your voice in the research project. What does that mean?

00:14:22 Speaker 1

Your point of view? Good, not the point of view of the sources you've read. Your point of view. Anyone else got anything to add to that? Yes, said Roman.

00:14:32 Speaker 1

Sorry.

00:14:34 Speaker 1

Your own style, OK, your own style. Anything else?

00:14:41

Yeah.

00:14:46 Speaker 1

Exactly. And that that very good, because that comes here with this sort of testing your ability to defend your thesis exactly right. The Viva exam is to check the extent to which you own the arguments you've presented in your research project, the extent to which you own the conclusions that you have made.

00:15:05 Speaker 1

From the research you've done from the sources you've read.

00:15:10 Speaker 1

We don't just want to know what Smith said, or Jones said. We want to know what you think.

00:15:16 Speaker 1

Having read what Smith and Jones researched.

00:15:21 Speaker 1

And that's what it's there for. It's to see your voice. It's a chance for you to defend your thesis, your arguments, and the conclusions that you made. Now when we say defend, you're not under attack. I've already told you, we're not trying to catch you out. We're not trying to see if you cheated. So you're not under attack.

00:15:40 Speaker 1

What it means, as you said, your ability to actually put into words and the arguments the conclusions that you drew and why you drew those conclusions and why you chose to present those arguments.

00:15:59 Speaker 1

The third bullet point there.

00:16:01 Speaker 1

Weaker areas. How long is the research project? What's the word count?

00:16:08 Speaker 1

2000 words.

00:16:10 Speaker 1

How much reading are you doing for?

00:16:12 Speaker 1

Your research project.

00:16:14 Speaker 1

You know what answer I want so.

00:16:16 Speaker 1

How much reading are you doing?

00:16:18

OK.

00:16:19 Speaker 1

No, a lot. We're doing a lot of reading and 2000 words is not so much. And I mean that seriously. There will be things that you read that you think about which you can't put in the research project because you don't.

00:16:33 Speaker 1

Have enough words?

00:16:35 Speaker 1

So when I say weaker areas there.

00:16:37 Speaker 1

It might be.

00:16:38 Speaker 1

Areas where you just haven't provided as much evidence as maybe other areas, that doesn't mean you don't have it. It just means that maybe you chose and selected what to include in the research project and what you couldn't include.

00:16:53 Speaker 1

So again, the viva neural is an opportunity for you to show all the knowledge you have, things that maybe you didn't fully develop in the project. You can share those in the Viva in the oral exam. So it's wider around the topic, not just what you put in your research project.

00:17:12 Speaker 1

OK.

00:17:14 Speaker 1

Right. And the last bit there is important too. As I said, you could get good marks in this even if your search project was not so good because we also look at the research project process we talked to you about the.

00:17:25 Speaker 1

Process.

00:17:27 Speaker 1

On that timeline, we saw with the research project what was number one, can you remember?

00:17:34 Speaker 1

Proposal. Very good.

00:17:37 Speaker 1

So it's everything, the proposal, the outline, the evaluation of sources, the post and the draught, the conversations you've had with your personal tutor, all of those things can be covered in the Viva. Yeah, it's not just limited to what was in your final project.

00:17:55 Speaker 1

Is that clear?

00:17:56 Speaker 1

OK.

00:17:58 Speaker 1

Right, So what are the examiners looking for? Well, remember, there's three marking criteria and as it says there at the bottom, the guidelines and the marking criteria as always are on Moodle in the science and society section. So you can find.

00:18:12 Speaker 1

Them.

00:18:13 Speaker 1

You can see exactly what the guidelines are. You can see exactly what you.

00:18:16 Speaker 1

Get marks for.

00:18:18 Speaker 1

But of the three areas you can see straight away, which one has the most points, which one has the most marks?

00:18:28 Speaker 1

The questions, yes.

00:18:31 Speaker 1

And and that's the largest part of the Viva. So the questions you're asked, the answers you give will be 60% of the marks you get. But the summary at the beginning.

00:18:42 Speaker 1

You start the Viva and in a minute you'll hear a sample of that. So you know exactly what that's like at the very start of it, you give a summary of the the aims, the thesis, the arguments and the conclusions of your project.

00:18:57 Speaker 1

It's 20%, but you can prepare that one because that's something you can prepare, practise and start with. So that's 20% all of you can get. But also if you start an oral exam well, you'll feel much more confident, you'll feel more relaxed and you'll probably then be able to concentrate on the questions.

00:19:19 Speaker 1

More easily so, I'd recommend all of you try hard with the summary, because it will make you feel better and relaxed in the exam, and then you'll be able to deal with the questions more easily.

00:19:33 Speaker 1

The spoken language it's not academic English. You know that when we give 20% for that, what we mean is that you're able to discuss your topic with examiners in a academic exam, so things like.

00:19:50 Speaker 1

You know you don't make claims that are too strong. If you need some caution, you use some caution that your vocabulary is suitable for the topic you're discussing. That's

what we mean by language. There. The language of discussing in academic discussion with the with two tutors.

00:20:10 Speaker 1

OK, so how should you prepare for the viva? Well, you're all good students. You're high achieving students. You all study for exams, and I know you all like to prepare for exams. Some of you more than others, but a lot of you. You like to prepare very well for exams.

00:20:29 Speaker 1

So for this one for the viva, how do you think you can prepare? What could you do you submit your project in Week 1 of term 3? Your Viva is two or three weeks later.

00:20:39 Speaker 1

How can you prepare for that oral exam?

00:20:44 Speaker 1

This is the second slide on the mentee quiz.

00:20:49 Speaker 1

So I'll pull that up.

00:20:54 Speaker 1

And.

00:20:56 Speaker 1

There we are.

00:20:58 Speaker 1

Can you put anything in there? Any responses of or ideas or suggestions that you think?

00:21:06 Speaker 1

You could use to prepare for this oral.

00:21:09 Speaker 1

Two or three weeks after you've submitted your research project, what could you do? Do you think? Any ideas welcome.

00:21:37 Speaker 1

They've got a good variety there.

00:21:41 Speaker 1

Sleep well. I like that one.

00:21:44 Speaker 1

Always a good idea. OK. So I'll get those up there for.

00:21:48 Speaker 1

You.

00:21:49 Speaker 1

I can see them, but you can't. Yeah, but I like to do that. So you know, if we get people repeating, that's fine.

00:21:56 Speaker 1

OK, I'll share with you what we've.

00:21:57 Speaker 1

Got so far.

00:22:07 Speaker 1

There you are. Have a look at those.

00:22:12 Speaker 1

Sleep well is is is the main one. OK, we've got quite a lot here.

00:22:19 Speaker 1

There are a few, a few that I've seen which are memorising, memorising the RP, memorising the RP, memorising your arguments. What do you mean by memorising? Anybody who said that this is a safe space? It doesn't matter what you say, and with memorising what? What did you mean by memorising?

00:22:41 Speaker 1

Anyone who put memorising what? What do you mean?

00:22:46 Speaker 1

Do you mean remembering the research project word by word? The whole thing?

00:22:51 Speaker 1

I hope not.

00:22:53 Speaker 1

It's a discussion the oral exam is a discussion. What we don't want.

00:22:57 Speaker 1

Is that sort of situation if the student looking up at the ceiling?

00:23:02 Speaker 1

And just from memory, just repeating their research project, we don't want that. The examiners have read your research project, they've looked at your sources, they know what you presented in the research project. So we don't want you just to memorise and repeat, but got some excellent things here. Read over the research.

00:23:22 Speaker 1

Project yes, you need to read it. You need to keep it fresh. Very.

00:23:29 Speaker 1

Practise presenting the summary. Yes, thinking about questions.

00:23:35 Speaker 1

Yes, and that's what we're going to talk about now.

00:23:39 Speaker 1

About the summary about thinking about questions and about the need to reread and keep thinking about your research project and also not just the project but the research topic.

00:23:55 Speaker 1

OK, very good. Thank you for those good ideas. Good suggestions.

00:24:01 Speaker 1

Right.

00:24:04 Speaker 1

Now I've lost my one second. I've lost my PowerPoint.

00:24:12 Speaker 1

Right. Here we go. We're back.

00:24:21 Speaker 1

OK.

00:24:23 Speaker 1

Let's get back to where I.

00:24:24 Speaker 1

Wanted to be.

00:24:27

There we are.

00:24:28 Speaker 1

Right. So ensure you know your research project. Well, that's things you are putting in there. Basically it's very simple for a student to do the research projects, submit it in Week 1 of term 3.

00:24:41 Speaker 1

And then forget about it.

00:24:44 Speaker 1

In term 3, you've got your academic English exams, you've got your final subject exams. It's very easy to think projects done. Forget about it.

00:24:54 Speaker 1

You can't do that because the oral is coming so.

00:24:56 Speaker 1

You need to.

00:24:57 Speaker 1

Keep the research project and your research topic fresh in your mind.

00:25:02 Speaker 1

You have those two or three weeks. You need to make sure the ideas stay fresh, and if you are disappointed with the research project, you can still add some more ideas to your knowledge of the subject, which you can then present in the oral so it doesn't have to stop with the submission of the research project.

00:25:23 Speaker 1

Please understand what you've presented in the research project. If you didn't understand everything when you submitted the project, you've still got two or three weeks to make sure you understand it before you discuss it with the examiners, because you will feel really silly if you're in an exam. The examiners are asking you a question.

00:25:43 Speaker 1

And you just don't know you've put it in your research project, but you didn't really understand it.

00:25:48 Speaker 1

So make sure you do understand it. This is again about owning what you produce. It's about your authorship, your ownership, your voice.

00:25:58 Speaker 1

You understand fully what you presented, why you presented it and what your reasons were.

00:26:06 Speaker 1

I've put the sources there as well as the project because you will be asked questions about sources in the Viva.

00:26:14 Speaker 1

You know you've submitted sources with everything and you have to highlight those sources. You know that we always want your sources.

00:26:23 Speaker 1

So we will ask you about them.

00:26:28 Speaker 1

Are you allowed to have your laptop? Do you think in the Viva? Are you allowed to have the laptop with you?

00:26:36

Yes.

00:26:36 Speaker 1

Yes, you are absolutely. Yes you are. You are allowed to have your laptop with you in the Viva in the oral because it's not a memory test.

00:26:47 Speaker 1

So you should have your laptop or your tablet with you.

00:26:50 Speaker 1

You have your research project available. You have your sources available. Make sure they're easy to find. If you're asked about Smith and you can't remember where it is and you're looking on one drive to try to find Smith, that's not going to help you, so make

sure you're organised. Make sure on your laptop you can access your sources if you need to.

00:27:13 Speaker 1

You can access your research project so if you want to look and check something quickly, you can. It's not a memory test. OK, so make sure you're familiar with the.

00:27:24 Speaker 1

Processes with what you presented in the project and that you're organised and can access them if you need to on your laptop.

00:27:32 Speaker 1

In the oral.

00:27:34 Speaker 1

OK.

00:27:36 Speaker 1

Right. What about that last bullet point? What do I mean there? What do I mean with that? I'm sure you can.

00:27:41 Speaker 1

Pronounce the keywords.

00:27:52 Speaker 1

I'm sorry. Exactly pronounce the terminology correctly. Thank you. You know your topic and you know if there's some words which are very connected with your topic and you use them again and again.

00:28:06 Speaker 1

Make sure you can pronounce those words.

00:28:09 Speaker 1

With the AI and medical imaging, somebody here said it was AI and medical imaging. Somebody over here said radiology, radiology, radiologists that was used all the time in that project because it's so connected with medical imaging.

00:28:25 Speaker 1

If that's a word you find hard to say, make sure you practise it. It doesn't matter what the word or the terminology is, it might be lithium ion batteries, whatever it is for your

topic, make sure you can say it because it doesn't look very good in an exam. An oral if you're discussing.

00:28:44 Speaker 1

Your topic and you can't say the words the keywords, so make sure you can.

00:28:50 Speaker 1

You can all just put it into Google and get them to pronounce, and you can listen and practise, so make sure you can say the keywords connected with your topic makes sense.

00:29:04 Speaker 1

Yeah. OK.

00:29:06 Speaker 1

Right. What else have we got there? Well, these are the bits for the two bits, the.

00:29:10 Speaker 1

Summary and the questions.

00:29:12 Speaker 1

The first part is practising that summary which you put there on the menti and that word cloud.

00:29:19 Speaker 1

And we're going to listen to a sample, as I said about that, where you summarise the key aims, thesis arguments and the arguments you made and conclusion of your project in two to three minutes in two to three.

00:29:33 Speaker 1

Minutes.

00:29:35 Speaker 1

And the second part you said before, some of you you wrote in there about predicting questions, that's really what that means. If you reflect on your project, you think what bits would I ask questions about?

00:29:47 Speaker 1

I've said sauces will be in there, but what else are there areas where you didn't give so much evidence? Are there some visuals you used? We've all looked at sample posters.

Are there some visuals that maybe not quite as clear as they could have been? Or maybe you'll be asked questions about them.

00:30:05 Speaker 1

So you can start to predict in term 1.

00:30:10 Speaker 1

In science and society classes, that's what we'll be looking at. Your research projects and what questions we could predict for your projects. So you will get more class time on that.

00:30:25 Speaker 1

At the beginning of term 3 before the Viva exam. Yeah, today is an introduction. We'll do more work at the beginning of term 3, so you can help you think about those questions.

00:30:38 Speaker 1

OK, so why are you being asked the questions? Well, I've already said the examiners aren't catching trying to catch you out. They are looking for additional evidence.

00:30:47 Speaker 1

They're genuinely interested in learning more.

00:30:51 Speaker 1

And I want to clarify what you've written. The main thing is they've read the project, they've marked the project. They looked at your sources and they want to see if there's additional evidence that you have but did not include in your project or if something is slightly unclear, they want to give you the opportunity to make it clear in the oral.

00:31:10 Speaker 1

Exam OK.

00:31:13 Speaker 1

Just like the posters, really, if you think of the posters they had last week.

00:31:17 Speaker 1

You know the questions a lot of them. What were they about with the poster? What? What did people ask about?

00:31:28 Speaker 1

Figures. Can you clarify Figure 2? Could you explain Figure 1 to me? It's similar with the oral. Things like that will probably come up and the posters was a good practise for you of defending and and clarifying the work that you've produced and submitted.

00:31:47 Speaker 1

OK, so a bit like that.

00:31:51 Speaker 1

There's some don'ts there.

00:31:54 Speaker 1

You can look through those quickly. This will be on Moodle. Afterwards you can look at them again. But as I said, the examiners have read your.

00:32:02 Speaker 1

Project.

00:32:03 Speaker 1

So don't just repeat what's in there, cause they've read that.

00:32:07 Speaker 1

It's a discussion, not a short Q&A.

00:32:11 Speaker 1

We know that you are pre degree students. Everything about this programme is preparation.

00:32:18 Speaker 1

So don't worry if you don't know everything. Don't panic, just give the best answers you can. That's all we expect.

00:32:26 Speaker 1

The rest, as I said, don't be defensive.

00:32:29 Speaker 1

I wanted to tell you we're not trying to catch you out or see if you've cheated, cause I don't want you to worry about questions you get in the exam and feel that somehow you're being attacked. You're not.

00:32:41 Speaker 1

There are questions For more information.

00:32:46 Speaker 1

And obviously you shouldn't speak too quietly, and you shouldn't rush. It's a discussion. It needs to be at a normal.

00:32:52 Speaker 1

Sort of pace.

00:32:54 Speaker 1

King and like everything, if you say too little.

00:32:59 Speaker 1

That's not gonna help you if you say a lot. That's good. And if the examiners stop you, that's not a problem. It just means you've answered the question.

00:33:07 Speaker 1

They don't need you to say anymore. Move on to the next one. So nice full answers are always better.

00:33:16 Speaker 1

The first one there is the important one.

00:33:21 Speaker 1

The danger of predicting questions is that sometimes you think that that's the question you were asked. You're expecting to be asked a question about Figure 2. You hear something? Ohh, this is the question about Figure 2, and you answer that. But maybe that wasn't the question asked.

00:33:38 Speaker 1

So make sure you you answer the question that you've been asked, and if you're not sure, clarify. It's fine. It's not a listening exam.

00:33:48 Speaker 1

It doesn't matter if you say can you repeat the question please? Sorry. Do you mean that's fine?

00:33:56 Speaker 2

OK.

00:34:00 Speaker 1

Right back to that sample. The Sample research project on artificial intelligence in medical imaging.

00:34:10 Speaker 1

Now you've all studied that research project, and you've all studied the poster.

00:34:15 Speaker 1

Can you remember these things? Can you remember what the aim was of that research project? What the thesis was? What benefits and drawbacks were presented of AI and medical imaging? And finally, what conclusion was drawn? Do you remember any of those things?

00:34:32 Speaker 1

Let's see. I'll give you a few minutes in twos or threes. Now with people near you, you could turn round. Just see if you remember any of those things for the research project. The aim, the thesis benefits, drawbacks and the conclusion. OK, see now with your neighbours. Do you remember any of those?

00:35:09

So the slide.

00:35:29

So.

00:35:36

You have a very.

00:35:47 Speaker 1

OK, let's see.

00:35:50 Speaker 1

There you go. Have a look on there, will you? Correct. Did you?

00:35:53 Speaker 1

Remember.

00:35:55 Speaker 1

You can see them there.

00:36:01 Speaker 1

And I remember in my class at least.

00:36:05 Speaker 1

The thesis that there were more drawbacks than benefits some people weren't expecting that some people thought.

00:36:13 Speaker 1

That the efficiency and the time saving some people thought or assumed the conclusion would be that there were that the benefits outweighed the drawbacks. But the thesis was no. Currently there are more drawbacks than benefits, and that recommendation at the end that we need more training and improved data sets.

00:36:33 Speaker 1

Before we could rely on AI and medical imaging more.

00:36:39 Speaker 1

OK, I'm sure you remember some of that. We looked at the project a lot and the poster as well.

00:36:46 Speaker 1

OK, well, as I said to you, I'm going to play you some samples now and the samples are from the oral exam for this.

00:36:53 Speaker 2

Project.

00:36:57 Speaker 1

So think about the project, think about the aim. The thesis those arguments there.

00:37:05 Speaker 1

And we will listen to the summary.

00:37:10 Speaker 1

And I'd like you, as you listen to the summary.

00:37:13 Speaker 1

Just listen to see does the student state their aims thesis? So do they give the aims first?

00:37:23 Speaker 1

Do they summarise the main arguments?

00:37:27 Speaker 1

And do they mention the conclusions that they drew?

00:37:31 Speaker 1

So does the summary give the aims, the main arguments and the conclusion, and do they do that in two to three minutes?

00:37:42 Speaker 1

OK.

00:37:44 Speaker 1

Right. I'll play it now.

00:37:51 Speaker 2

Could you please start with your summary?

00:37:54

Yeah.

00:37:55 Speaker 3

So my research project to discuss the use of artificial intelligence as a diagnostic aid in medical imaging, and it aims to evaluate whether using AI as a diagnostic aid.

00:38:07 Speaker 3

In medical imaging is indeed viable with the technology that we have now and compared the disadvantages and advantages.

00:38:15 Speaker 3

They undertook this project because I would like to know more about AI as a diagnostic aid and whether it is viable with the current technology we have now. And of course, the man said that medical professionals have nowadays.

00:38:29 Speaker 3

In my RP I discussed a number of advantages and disadvantages. The advantages included time savings in which the use of AI in radiology as diagnostic aid helps provide faster results and also provides more time for medical professionals to rest and take breaks.

00:38:47 Speaker 3

As they are known to be.

00:38:48 Speaker 3

Quite burned out during the past decade.

00:38:51 Speaker 3

And in addition to that, another advantage of our medical imaging is the relatively high accuracy it provides in regards to the results. However, if I'd like to note that this is also disadvantage and that the higher accuracy may cause automation mass, which is something that.

00:39:10 Speaker 3

For this medical professionals to ever look, any inaccuracies, prevent presented the results provided by the AI technology and ignoring their own personal opinions as the ensuing.

00:39:23 Speaker 3

Has a high level of accuracy and therefore it cannot be wrong. In fact, there's still a small margin of error that should be considered when viewing those results.

00:39:34 Speaker 3

In addition to that, there's also the disadvantage of racial bias, which has caused predominantly by the lack of racial diversity in the data sets used to create the AI algorithm.

00:39:47 Speaker 3

This may be able to cause negative effects to the patient's health as it may cause things like underdiagnosis and overdiagnosis.

00:39:55 Speaker 3

In addition to that, there's also the possibility of dental leaks, because, as I mentioned before, in creating the AI algorithm, a large amount of data to basically train.

00:40:06 Speaker 3

The AI algorithm.

00:40:07 Speaker 3

And with the amount of data that is needed, there is. Although I wouldn't say it's high nowadays.

00:40:14 Speaker 3

That there is a possibility that the data may be leaked and used in, let's say, illegal ways such as blackmail.

00:40:22 Speaker 3

At the end.

00:40:23 Speaker 3

My RP concluded that although the AI technology seems promising, the obstacles present in utilising it are still prominent and.

00:40:33 Speaker 3

We still need.

00:40:33 Speaker 3

To introduce our efforts to improve it before we can use it more widely in the medical industry.

00:40:41 Speaker 1

OK. Thank you.

00:40:47 Speaker 1

OK.

00:40:49 Speaker 1

So did the student give the aims? The main arguments and the conclusion of the research project?

00:41:00

Yes.

00:41:01 Speaker 1

Yes. And was it within two to three minutes?

00:41:08 Speaker 2

Just.

00:41:09 Speaker 1

Just it was just within the three minutes. So yes, it was in the time allowed. They made full use of the time allowed, but it was just within.

00:41:18 Speaker 1

The three minutes, yes.

00:41:20 Speaker 1

OK, so that gives you an example.

00:41:23 Speaker 1

Of the sort of summary we're looking for at the start of your Viva. And remember that's worth 20% already of the oral exam.

00:41:33 Speaker 1

OK, this is on Moodle. The recording will be on Moodle. You can listen to that again.

00:41:40 Speaker 1

And you can practise your own summaries for your own research project.

00:41:43

Yeah.

00:41:44 Speaker 1

But that's what we mean by a summary.

00:41:48 Speaker 1

Do you think you can give that?

00:41:51 Speaker 1

I'm getting lots of nods. That's good, and it will make you feel more comfortable if you do that at the beginning, you'll feel a sense of relief. You'll feel like you've started well and that will put you in a better mindset in a better position for the questions.

00:42:08 Speaker 1

And that's what we.

00:42:09 Speaker 1

Want to do?

00:42:10 Speaker 1

We'll put you at ease. Relax you a little bit at the beginning.

00:42:12 Speaker 1

Before the questions start.

00:42:15

OK.

00:42:16 Speaker 1

So the questions.

00:42:20 Speaker 1

You will be expected to answer questions on these areas.

00:42:28 Speaker 1

Some of them of course, directly connected with your research project, such as the content, arguments and conclusions in the project, but also your sources. The research process. Was it difficult for you to find sources or not? Did you change your initial thoughts or your direction?

00:42:48 Speaker 1

Time management, things like that.

00:42:53 Speaker 1

Changes made your personal tutor will be one of the examiners in the oral, and so of course they have seen your draft project. They see the final project. They'll know if there were changes or not. If there were, they'll discuss those with you. Why did you make them?

00:43:11 Speaker 1

And then as I said, the the big last bit there, the reflection and thoughts for the future, all of this course is preparatory. All of this is to help you in the.

00:43:20 Speaker 1

Future.

00:43:21 Speaker 1

And a large part of this Viva is for you to reflect afterwards on your research project, reflect on lessons you learnt, reflect on things you might do differently next year when you start your undergraduate studies.

00:43:37 Speaker 1

OK, so that you learn from the from this year and maybe you approach things slightly differently in the future and that's up to 12 minutes. I'm not going to pay you 12 minutes now.

00:43:51 Speaker 1

I'm just going to play a short extract from the question section so that you have an idea of what that question and answer is like, but it's just a short part, just a couple of questions. Can you listen and just note to yourselves what are the questions about? What is the student?

00:44:10 Speaker 1

Asked about.

00:44:17 Speaker 2

Some questions.

00:44:21 Speaker 2

The game, so I'll start with a general question.

00:44:25 Speaker 2

What would you say with the?

00:44:26 Speaker 2

Strengths and weaknesses of your sources.

00:44:30 Speaker 3

Well, I would say the strength predominantly is they're quite decent because the, the technology itself is quite recent.

00:44:38

Yes.

00:44:39 Speaker 3

The weaknesses that some of.

00:44:40 Speaker 3

Them won't be a bit.

00:44:41 Speaker 3

Biassed because I saw on the what's it called, I forgot the thing that says which water is related.

00:44:50 Speaker 3

To which company or?

00:44:51 Speaker 2

Are having the conflict of.

00:44:53 Speaker 2

Interest is that what you're trying to?

00:44:55 Speaker 2

Say comfort interest.

00:44:56 Speaker 3

Yeah, yeah, the.

00:44:57 Speaker 3

Conflict of interest? Sorry, because basically, yes, some authors they have connections to medical technology companies. So I think that maybe a number of my sources are biased.

00:45:10 Speaker 3

But not that much.

00:45:12

OK.

00:45:13 Speaker 2

So sticking with sources for the moment you just mentioned, authors and conflicts of interest in terms of the implementation of AI medical imaging.

00:45:25 Speaker 2

Can you tell us what researchers are saying about the difficulties or challenges of implementing AI?

00:45:35 Speaker 3

Yes. So most of them are saying the difficulties don't really lie with the technology itself, but rather with the people that use the support. As I said before, automation wise, that's not an easy problem to deal with because we really have to change the mindset of the people working with the.

00:45:55 Speaker 3

Technology in order to be able to overcome multinational bias because division bias in of itself is not something you need to fix, it's not something you can fix like a machine or something physical.

00:46:10 Speaker 3

It's not like that we have to fix the mindset of the people dealing with it.

00:46:15 Speaker 3

So I think most.

00:46:16 Speaker 3

Researchers are saying in my sources that.

00:46:21 Speaker 3

And that would.

00:46:21 Speaker 3

Be major the major obstacle to the use of AI in the near future.

00:46:27 Speaker 2

OK. And can you tell us which specific?

00:46:30 Speaker 2

Research dealt with that.

00:46:33 Speaker 3

It's specific people, yes.

00:46:35 Speaker 2

Which paper or article or research?

00:46:38 Speaker 3

Ohh yes, my pot sauce and my say colon Terry sauce. They took quite extensive extensively advice.

00:46:47 Speaker 3

What was actually about bias and all?

00:46:50 Speaker 3

Biases are made.

00:46:51 Speaker 3

Are bad inequitable? Yes. OK, thank you.

00:46:56 Speaker 2

So turn to your visuals on page 5, you.

00:47:00 Speaker 2

Have Figure 1.

00:47:05 Speaker 3

OK. Yes, I had.

00:47:07 Speaker 2

Yeah. Yeah. OK. I have to admit, I'm finding it a little bit difficult to understand human one. Could you now take me through the figure and explaining what it actually?

00:47:17 Speaker 3

Means. So this figure is from the research by Yang and.

00:47:21 Speaker 3

Showing.

00:47:23 Speaker 3

The determining skeletal age of children from the hand radiographs, so this is in one so 3 1/2 months, four months until 7 and so on.

00:47:35 Speaker 2

OK, right. So it's months.

00:47:37 Speaker 3

The yellow dots.

00:47:39 Speaker 3

Those are the.

00:47:40 Speaker 3

AI assistant radiologists the white dots are the radiologists that work by themselves without any AI input. The AI assistant radiologists are able to provide more accurate results because the closer the gap, the smaller the difference, the better.

00:47:58 Speaker 3

So the AI assistant video just are able to accurately determine the skill at the age of the children. Then normally I assisted.

00:48:07 Speaker 2

OK, OK. I understand that now. Thank you very much. OK. Yeah, that's clear. Right. Well, moving on, could I now ask you something about breast and juiced butts and how would we realise that?

00:48:25 Speaker 1

OK, so that was a clip of justice the first couple of questions that were asked in that viver. The first one was about.

00:48:37

The.

00:48:37

So.

00:48:38 Speaker 1

Sources. Wasn't it really? It was about the sources and that's what I said to you. You are very likely to get questions about sources. Make sure you know them. Make sure you're familiar with them.

00:48:51 Speaker 1

What was the last question after the sources a question about?

00:48:57 Speaker 1

What?

00:49:00 Speaker 1

Not the very last question that wasn't answered. The question that that was after sources have been discussed, what was the next?

00:49:06 Speaker 1

Question or query?

00:49:08 Speaker 1

Figure one. Do you remember the poster of this research project? Do you remember that figure? That was skeletal age of infants and it had the yellow dots?

00:49:20 Speaker 1

The white dots and the lines.

00:49:23 Speaker 1

In my class that was the thing that everybody wanted to ask a question about.

00:49:29 Speaker 1

Because that visual had been taken out of context and it wasn't completely clear that they were talking about months, it wasn't completely clear what the yellow dot and the white dots were. Remember this and getting some knobs? Good. So it's not surprising that was a question in the oral exam.

00:49:49 Speaker 1

It was a question that many of us had.

00:49:50 Speaker 1

When we were looking at it as well.

00:49:52 Speaker 1

OK. So again that gives you a flavour. It gives you a taste of what the discussion is like, what the question and answer is.

00:50:01 Speaker 1

And as I said, this will be on Moodle, so you can listen again. So guidelines and marking criteria on Moodle.

00:50:08 Speaker 1

This was an introduction this morning. There will be further input on preparing for your own Viva in Week 1 of Term 3.

00:50:17 Speaker 1

And giving you a chance also to sort of think about the questions that you'll be asked about your research project in your Viva or exam. See the last bit they're involved.

00:50:30 Speaker 1

And This is why I run the session now on the introduction to the VIVER, because obviously some of the questions will come from your research project and you know, with the research project you have to submit your reflective component.

00:50:45 Speaker 1

And we talked about that in Class 2 weeks ago, the sort of things you can put in a reflective component.

00:50:52 Speaker 1

So make sure over the spring Easter break when you're writing your project when you're writing your reflective component, make sure you put things in there you're happy to discuss because you decide what you put in the reflective component.

00:51:09 Speaker 1

The examiners will ask you questions about what you put in there, so make sure you put things in there that you're happy to discuss and that you don't mind discussing in the Viva in term 3, OK.

00:51:23 Speaker 1

OK, right.

00:51:25 Speaker 1

Hopefully these aims are clearer now. The format, the purpose, the expectations. I hope so for people who came late. You can watch the recording on Moodle if you missed the beginning.

00:51:38 Speaker 1

And if you do have a quick question now, you can ask. Otherwise, you can always ask your personal tutors because you know you work on the research project with them, and you can always ask them any questions you have about the project or the Viva.

00:51:53 Speaker 1

OK. Any questions for me before we finish?

00:51:58 Speaker 1

Right. Well, the recording will be on Moodle probably tomorrow.

00:52:03 Speaker 1

You can access it there and I hope that you are feel a little bit more relieved about the oral and it's not too scary for you. Some students, you might find this hard to believe. Some students actually enjoy the viva they actually find it a positive experience because they have a lot to say about their topic. Maybe you will.

00:52:23 Speaker 1

And good luck with the research projects as well. OK, thank you. Bye.