

Audio file

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Transcript

Speaker 1

Welcome back to term 3. I hope you had a good break. I'm sure you did. Term 3, I think it's not as bad as term 2, but you have got all your exams and assessments, so it's very important. And it's important that you don't fall behind from the start. Now, in terms of science and society, I think this looks familiar to you. You've all seen this before, the research project process. Where are we now in this process? Five. Are we at 5 already? No, not yet. Nearly, not yet, but nearly. When do you submit your research project? When is the deadline? Next Friday. As you can see there, it's by 10am on Friday the 1st of May. So it's a week Friday. By the end of next week, that's when you need to submit your research project. And how much is that worth? 40%. The main assessment on science and society. Now I'm sure you spent your break working on your research project, making it the best it can be. I'm sure you did. So we look forward to receiving projects, just like we did with your posters, by the way. Your posters were very good. I saw quite a lot of them. I've obviously seen the marks. You've got your marks. I hope you're happy with them. But the posters this year were particularly good. You've scored very, very highly on them, and I think they were a very good set of posters this year. So hopefully you continue that, and the research projects will be the same standard as your posters, in which case you'd all do very well. Okay, so the research project due Friday next week. And then what's the last assessment in Science and Society? The viva, exactly. And that's what we're going to look at today. That's what the focus of this hour is. Okay, right. Let's switch over to that. Okay, so do you want to get a seat quickly? Have you passed the sign-up sheet round already, Michelle? Yeah. Okay, fine. If anyone, you come in late, if you don't sign the attendance sheet, sign at the end. Okay, because Peter's doing a record of all the attendance this week, as he always does. Okay, right. So it's an introduction today, as I say, and you can see there. The aims, we've got three main aims for this morning. I want you by the end of this morning, this hour, to understand and know what the format of the viva assessment is. The purpose, why we ask you to do it in the 1st place. There is a purpose behind it. And then the expectations that examiners have as well. So you know exactly what the examiners are looking for. Okay, we'll start by covering what a viva is. Then we'll look at why we have one. As I said, the purpose, the examiners, what they're looking for, how you should prepare for the viva. I'm sure you prepare for all of your coursework and assessments

and exams. And the viva is no different. You can prepare for the viva just like you can for everything else. I'll give you some suggestions today. Also, next week, Science and Society, the whole morning, it's a two-hour research skills class, and the whole morning is looking at the viva and how you can prepare for it. So make sure you attend the class next Tuesday. And then we'll look at what you should do or shouldn't do in the viva. I will also play you some samples from previous past viva so you can listen exactly what it's like in the interaction with the examiners. You all remember the sample research project that we used in the poster? What was the topic, Charlene? AI in medical imaging. Very good. AI in medical imaging, looking at things like radiology, efficiency, you remember this? Right, well that's the sample viva that you'll listen to later in this session. OK, so questions. If you have any questions about the viva, anything you're not sure about, anything you'd like to know, think about that question now. Make a note of it, mental or written. And then at the end of the session, if you still have that question, you can ask me. Of course, you can also ask in your Science and Society class next week, and you can ask your personal tutors as well. But if there's any questions at the end of this session, I still haven't answered your questions, then please let me know and ask them. Right, so first of all, viva, what does it mean? Well, as you can see there, it's from Latin, and it means by word of mouth. And it's an exam conducted by spoken communication. A viva is always an oral exam. And it's an oral exam about research that you have already submitted or presented. So it's a follow-up to the research you've submitted. Good morning to the people who've just come in. Hello. Glad you made it. Okay, so when is the viva? You can see here it's in week four or five of term 3. When do you submit your research project? Week 2. Week 2. So what do you notice between submitting the research project and the viva? Two or three weeks. Two or three weeks, exactly. Thank you, Haroon. There is a gap of two to three weeks. Now, sometimes when students submit work, as soon as they submit it, they forget about it. They have job done, I've submitted the work, I can think about the next thing now, don't need to think about it anymore. In this case, you do need to think about it. You can't switch off and forget about your research project because you have the oral exam on it two to three weeks after you've submitted. So the important message here is, You need to keep it fresh in your mind. You need to still be very familiar with your project and everything connected with it before the viva exam two to three weeks later. Okay, that is deliberate. It's so you have time to reflect, because a large part of the viva is also on reflection and on things you might do differently next time, which we'll look at a bit later. Now, it's worth 20% of your final Science and Society mark. How much was the poster worth? If only it was worth 40%, because you all did very well. It wasn't worth 40, but it was worth 20%. How much work did you do for your poster? A bunch. A bunch. Thank you, FA. That's the answer I wanted. A bunch. Your posters were good. It looks like most of you did quite a lot of work on the poster because it was worth 20%. This is also worth 20%. So you should bear that in mind before the oral exam. Don't just turn up and think, oh, I've done a research project. I'm good at speaking. It will be fine. Make the most of

those marks. Prepare for it. Make sure that you are in a position to do a very good viva exam. I'll say now as well that the viva is a self-contained assessment. It's A stand-alone assessment. What I mean by that is your research project, even if your research project was perhaps not as good as you would have liked it to have been, if you feel a little bit disappointed with the research project you submitted, you can still score very high marks in the viva. It's not the case that if you produce a strong project, and you receive a good mark for the research project, you will also then receive a good mark for the oral. Sometimes students submit strong research projects, their oral mark is not very good. Sometimes the project is weaker, but the oral is much stronger. So don't think that these marks are already gone if your project is maybe a little bit disappointing. You can still get high marks in the viva. OK, all right, let's move on. The aims of the Viva. Now this is where I want you to get your phones out and have a look on menti.com. So if you go to menti.com and you put in 29258995, you'll get this slide up. What are the aims of the Viva? And I would like you now to decide for each of these five, whether you strongly disagree, strongly agree, or somewhere in the middle for each one. Let's see what you think. All right, let's have a look. And we've got, they all look very similar. You think they're all the same? They're all around 4, one's dropped back to 3.8. 3.9? They all look very similar. Not all similar. They're not all similar. If you had to identify, well, this one, I can see now this one's dropping back a bit. Why is this one dropping back a bit? People who've put this as less important, why?

Speaker 2

Point because we're not really experts on the topic and there might be a lot of things that we don't really, we haven't read into or there are.

Speaker 1

More courses. Okay, that's a very good answer. You are pre-undergraduate students. You're not experts. That's a very good answer. But also, how mean do you think we are? Honestly, do you think we would devise an exam where we are trying to catch you out? We're trying to find a weakness. And ha ha, you don't know that. Why would we do that? That's definitely not the aim. We are never trying to catch you out in an exam. An exam is there to give you an opportunity to show what you know. It's an opportunity for you to demonstrate your knowledge. It is definitely not trying to catch you out. So having said that, do you think there's one other one there that maybe it isn't? Bearing in mind, this is an exam, and we're testing your knowledge, and we want you to have the opportunity to show what you know, which other one of these do you think it probably isn't?

Speaker 2

Plagiarism.

Speaker 1

Very good, FA. Exactly right. And I'm a bit surprised that's as high as 4.2. It should not be 4.2. We would not use an exam to test academic integrity and see if something is plagiarised. The exam is never the place to do that. So we are not going to interrogate you and question you, is that really your work? We're not going to do that in an exam. If we have suspicions that work is not your own, that can be the research project, it could have been the poster, anything you submit. If we think the work is not your own, there are other ways that UCL deals with that. And ultimately, if you are accused or if there's a suspicion that your work is not your own, UCL policy and regulations dictate what happens. And what happens is you will have a meeting to discuss your work with two or three people from the department. But it's not an exam. It's totally separate from the exam. The exam is there as an exam format to test what you know. Not to see if your work is your own and plagiarised, not to catch you out. Okay? So if you look at the other three, this one, why is that so low? Why did you put that so low? This one is important. Why do you think this one might be important in an oral exam, a viva, on your research project? Why do you think the last one might be important?

Speaker 2

Maybe, like you said, after we're going to have some time to reflect.

Speaker 1

Very good. Because of that gap, you've got time to reflect. If you didn't manage your time very well, maybe you rushed before the deadline, maybe there was some other information you would have put in the project, but you just didn't have time to do it. Well, that's something you can demonstrate that knowledge in the oral exam. So even if you did not include it in your project, you can demonstrate it in the oral exam to the examiners. Very good point. Also, what's the word count of the project? Johnny? 2,000. Now, for some of you, 2,000, you'll be thinking, that's enough. I have no more to say. But some of you, will have read a lot. Some of you will have a lot more to say. Some of you could have probably said 3,000 words. And you've had to decide and choose and select which bits you're going to leave out because of the word count. But when it comes to this, the oral exam afterwards, of course, you can bring in the extra things that maybe you didn't put in your project. So if there's a weaker area of your research project, what does that mean? Maybe you have an argument in your research project and you have one piece of evidence. Maybe you have put no more evidence in the project because you didn't have the word count, didn't have the space. But maybe you know something else. So the examiners in the oral exam might say to you, for this argument, I noticed that you've used this piece of evidence. Did you find anything else? Did any other sources support that argument? And you might say, yes, Smith and Jones also supported it, but, you know, I didn't have room in my project to put that. But they said, do you understand the point I'm making? Right. So again, this is not... to catch you out. It's not to see why it's weak. It's basically to give you an opportunity, if you have more to

say, you can say it in the oral. If there's more you could say, which you didn't say in the research project, you can say that in the oral exam. Okay, and then, of course, authorship you've got there, and you've got this ability to defend your thesis. Well, if we just go back to the presentation, There we go. Okay. Right, if you look at that there, these are the three that it, or four here, that it definitely is. It definitely is the aim of the viva. The first one, to establish authorship of the research project, your voice. What does that mean? Doesn't mean plagiarism, remember? What does it mean, do you think? Do you remember? You probably do, but it probably seems like a long time ago already. Do you remember at the start of UPC when I was talking to you about generative AI? You may or may not remember that, but I did talk to you about generative AI. And I said with generative AI, we don't want to know what ChatGPT or Copilot thinks. We want to know what you think. Remember that? And that's exactly the same with the sources that you read. You read about Smith or you read Jones, but we don't want just to read what Smith says and what Jones said. We want to know what you think about it. What do you think about what they said? You know, why do you agree with them or not agree with them? That's what we mean by your voice. And the authorship It kind of means ownership. Do you own your arguments in your research project? If your conclusion says, X, this is my conclusion, we want to see, is that really your own conclusion? Why did you conclude that? Why did you decide that was the conclusion? That's what we mean by authorship and voice. Nothing about whether the work is your own. but it's the amount you engaged with the sources, and it's the amount of thought you put into it when deciding this was the main argument that convinced me, this was the main conclusion I agreed with. Why did you feel that way? To test your ability to defend it, it's very related, of course. Just the same. Why did you agree with that one and not this one? Why did you conclude the benefits outweigh the drawbacks? and not the drawbacks outweigh the benefits. I've already said about the weaker areas. It's a chance to see, do you have any more to say? If maybe you know more than you put in the project, you can demonstrate that in the oral exam. And the last bit, reflect on the research project process. Moadia mentioned about reflection there, the two to three-week gap. When you submit your research project, what do you submit at the end of the research project? What's the last thing we expect to see in the research project? The reflective component. And the reflective component, is it marked in the research project? No. it's not, because it's a chance for you to put anything in there, and we'll look at this next week in Science and Society. We've already looked at it a bit, but we'll talk about it again for the oral exam. When you submit your project next week, you need to include the reflective component and you reflect on the process, you reflect on time management, you reflect on sources, you reflect on your approach. And whatever you write in that reflective component, the examiners will ask you some questions about that in the oral exam. So what does that mean? It means you write in your reflective component, you write things you're happy to discuss, Don't put something in there that you don't want to talk about, because you'll be asked in your oral exam, and they'll say,

oh, I'd rather not say. That's a bit private. Don't put that in. Put things in that you are happy, honest things, but things that you have something to say, things you're happy to talk about. You remember this course, there's a clue in the UPC. What does the P stand for in UPC? Preparatory. And it is preparation. And the whole point of having a reflection is to prepare you for the next time you do a research project, the next time you do a written piece of research. It's to make you think, what did I learn on the UPC? What will I change or do better next time? Or what did I do well and I'll continue to do that. OK? Right, any questions on that?

Speaker 2

Then we'll move on.

Speaker 1

Okay, so you can see there are three areas which we give marks for. The summary, the response to questions and spoken language. Now, as it says there, the guidelines and the marking criteria are on Moodle and they are on Moodle. And like any good student, you should have a look before the assessment at the guidelines and the criteria to make sure what is expected and to make sure what scores marks. But if you look at the weighting there, and obviously students always like weighting, they like to work out the weighting of things. What do you get most marks for? The response to questions, the answers that you give. Because we want to test and see what knowledge you have. Is there any more learning you can demonstrate? The summary, we'll look at this in a minute, but that's the first part of the viva. That's worth 20%. And the spoken language, what we mean by that is, can you discuss your project with the examiners clearly, confidently, using the language of the topic that you've researched? It's not an academic English assessment. So speak naturally, don't worry too much about the odd grammar mistake or something like that. It's much more spoken language. Can you speak to two examiners about your project, about your argument, about the topic you researched? Okay? Right. So how should you prepare for the viva, do you think? This is the Menti again, 29258995. Any ideas you have already that you think I've got an oral exam after the research project? It's about the research project. What could I possibly do in those two to three weeks to prepare myself for this oral exam worth 20%? What ideas do you have? Any ideas you have, please put them into the Menti. And let's have a look. Anything coming up? Let's have a look again. Read your RP, reread sources. Yeah, okay, put a few more things in. Anything you can think of. Okay, practice is a popular one. What would you practice, do you think? What would you practice? Has anybody looked yet? There's no reason why you would, but has anybody looked yet at the guidelines, the format on Moodle? So what do we start, the viva, how does it start? What do you do first? When you're in the room with the examiners, what's the first thing you do? Introduction. Okay, introduction. Yes, hi, my name is, yep. But then when it actually starts, what do you start the viva or the oral exam with? Summary. The

summary. In a minute, we'll look at that and you'll listen to a sample summary as well. But you start with a summary, which is 2 to 3 minutes long. We'll look in the moment to what that is, but that summary, that's the first thing you do. So you come in and the examiners will say, today is Tuesday the, and my name is Martin Hall and I'm here with, and you are, and you'll say your name, and then we'll say, okay, could you please start with your summary? And you start with your summary, 2 to 3 minutes. In a moment, as I said, we'll look at the summary and we'll look at that next week in Science and Society in the class as well. But obviously, think about it. If you're in a room with two examiners, are the students present, by the way, for your viva? Do you have a student audience? No, you don't. Unlike other orals, it's just you and the examiners. That's it. A discussion between you and the examiners. Do you think that's better or worse than having a student audience? Better? Worse. Worse? Yeah. The reason I ask, if you ask, it'd be a 50-50 split. Half of the students think it's better, half will think it's worse. Actually, you'll find it's really quite natural. It's not that much like an exam. It's not so formal. It feels like a discussion about a piece of work you've spent a lot of time on. But if you start the summary well, if you practice that summary beforehand, and you should, you should practice it. So you give the summary at the start, and then you will feel more confident. You know, when you go in, you're a bit nervous. You start with your summary. You give your summary 2 to 3 minutes, and you've done it. And you've done it well. You'll feel your shoulders drop. You'll feel relaxed. You'll feel happy that bit's done. Oh, it started OK. That will make you much more relaxed for the question and answers. So you should definitely practice the summary. Definitely, and time yourself. Okay, memorise. What would you memorise? The summary, you can't memorise all the answers to questions because you don't know what all the questions will be. Definitely, when it comes to memorise, we don't want you to memorise your research project. Some students think, I'm just going to remember my research project, 2,000 words, word for word. That's not going to be helpful. Your examiners have marked the project. They've read it, they've marked it, they know it. So they're not going to say, oh, can you tell me what you wrote on page 3? Yes, I can. They're not going to ask you that. It's not time well spent. You should understand your research project, but you don't need to memorize it. Look at guidelines, yes. Predict questions, definitely. And that's something we will look at in class next week. Because the range of questions, there's a set range of questions, and definitely we'll look at ways of predicting those in the class next week. You won't all get the same questions because your projects are all different. But there are obviously similarities with every single viva. We'll look at that next week. Obviously, read your RP in terms of familiarity, yes, but not, as I said, memorising it. Okay. Understand your evaluation, yes. Good night's sleep, always a good idea. Some students are very good at sleeping, others less so, but if you can, that's a good thing. Definitely practice with friends, Completely, that's fine. It's absolutely fine to discuss practice with friends. Okay, well, thank you for that. We'll get more of that and more suggestions in class next week. Okay, so moving back to the PowerPoint. Okay, you can just read through those

there. Now, the first two bullet points, basically your suggestions covered those in detail and depth. There was less there about, ensure you are familiar. with your sources. There was less about that just now on the Menti slide. And also about this pronouncing keywords. That's connected with the language of spoken language that I said before. The first point, ensure you're familiar with your sources. You will be asked questions about your sources. That's absolutely certain. 100%. Everybody in this room, and the people who didn't make it today, all of you in your vivas, will be asked about your sources. Now, you're allowed to have your sources with you, by the way. In the viva, you should have your research project with you, and you should have your sources with you. can bring your laptops. If you prefer to print sources, you can bring paper copies. But all of you can bring your laptops and you can have your sources, your research project with you at the Viva exam. But of course, if you're asked something about a source and you want to check and you can't find the source, you can't remember where it is, that's not very helpful. So when you submit your sources, you know you submit your sources to Moodle. Make sure you have a folder where you have your sources accessible on your laptop or device. And you can have the sources alphabetically, like the reference list. So then, if you're asked the question about Smith, you could very quickly go to that, go to Smith, open Smith, look at Smith. yes, I remember. Smith was good because of this. Okay? That's something you can do to plan for your viva. Make sure you have your sources available and make sure they are accessible. So if you need to access them in the exam, you can. Question.

Speaker 3

Is it not possible to have a summary of each source as like a paper to bring?

Speaker 1

Good question, because we'll come to that. You are allowed to bring with you one A4 sheet of notes.

Speaker 2

Oh, whatever that means.

Speaker 1

Yes, so one A4 sheet of notes you're allowed to bring with you, but that's it. because we don't want people just reading from their notes in a script. So you are allowed, and there'll be more information on that next week in class too, but yes, you are allowed one page of notes to bring with you as well as your project and the sources. Yes, good question. Okay, keywords. Pronounce keywords. There is nothing worse than somebody talking about their topic and they can't pronounce keywords associated with it. So medical imaging, Charlene said medical imaging for that sample RP we looked at. If you remember, radiology, radiologists was frequent in that because it was talking

about accuracy, improved efficiency of understanding scans. If you can't say radiology or radiologists, or you can't say lithium batteries, or you can't say anthropogenic, or whatever it is. Something that's connected with your project, which in your project it's a word that is repeated. You can't not say it in the viva because it's a key word. If you can't say that word, that really doesn't look very good. How would you ensure you can pronounce the key words? Practice, yes, but if you don't know, you don't know how to do it, How do you find out how to pronounce it? Google, yeah, you could just do, you could just Google, can't you? Ask Google, Google will pronounce it, and then you practice that pronunciation. Also, students, I've seen lots of ivors, when students are nervous, sometimes they find some words harder to say because they're nervous. If they haven't practiced a key word, if they try to say it and it doesn't work, and then they try to say it again and it doesn't work, and then they try to say it again and it still doesn't work, how would you feel? You feel a bit nervous, you feel a bit silly and you feel less comfortable. So again, if you're confident that you can pronounce the key words, that will help you and help your confidence generally in the oral exam. Okay, you can see here I put that you should practice summarising the key aims, thesis, arguments and conclusion of your project in two to three minutes. That is the summary. It's in the guidelines. And the summary is 2 to 3 minutes long and you practice summarising your key aims, the thesis of your research project, the main arguments and the conclusion. Another thing is to honestly reflect on the aspects of your project which were effective and which could be improved. Because you might be asked about areas that were strengths, areas that were weaknesses. The exam, the oral exam, it's not about you saying, all my project is strong. All my project is good. There is no weakness in my project. My project is exceptional. If that's the case, well done. But it probably isn't. And if there's one area which is a bit weaker, maybe because less research has been done. Maybe it's something very new. There isn't much published yet. But think yourselves about the project and which bits are stronger, which bits may be a little bit weaker. And with that reflection, as I said, you think about yourselves, were there things you could have done differently or would do differently next time, given the benefit of the experience this time. And here we come to the A4 sheet of notes. You can bring one side of A4 of notes with you to the viva. And those notes, by the way, just like you were allowed to have notes at the poster if you wanted to, those notes can be used to help you remember the two to three minute summary as well. So you can have notes there that you think I might be asked about this, and here's some notes to help me ask questions if I'm asked about this. But also, if you wanted to have a few bullet points of your main arguments or your thesis or something, For security, so I think when I start with my summary, if I need to quickly look and just see, thesis, main argument, you can do it. Don't read your summary. You're looking the guidelines. If you just read your summary, there'll be a penalty. You're supposed to discuss it and speak, you know, freely. But you could have some notes to help your summary, just in case you need to look and remind yourself of something. That's fine. And as it says there about the

sources, I've already said, Make sure that they're organized in an accessible way. Make sure you can find them easily in the exam. Right, as I said before, the examiners are not trying to catch you out. The examiners are looking for additional evidence, genuinely interested in learning more. That's true, because they mark your project, they look at the sources you've submitted. Your personal tutors have been discussing this with you in tutorials. And so they are interested in learning any more if you have that to offer. And clarifying what you've written in your research project. Now, you know in class when we've looked at sample research projects or sample posters, sometimes there's something there that we have a question about. We don't fully understand. It might be there's a figure or a visual which has been taken out of context and actually we're not completely sure we understand it. That's something, if that happens in your research project, that they will ask in the viva. You know, so figure 2, could you just explain that more fully for me, please? What is that showing, for example? Okay. You can read through this, some don'ts. Don't be defensive there. That's kind of what I meant when I said, don't go into the exam just thinking, I must convince them that everything in my project is strong and fantastic. That's not the way to discuss your project or your research. Because you're not being criticized. It's just a chance to see if you know more and have more to say. You're not being criticized. That's not the point. The short answers, it's a discussion. It's not a question answer as such. It's a discussion. Some of the questions will just come from that discussion. You say something and then they'll ask you a bit about what you just said. It says there, don't use short answer responses. Nobody wants a sort of one word, two, three word answer. That's not the way it's supposed to be. So you can give nice full answers. If your answers are too full, if you've already answered the question, what would the examiners do? If you've been talking a lot about it, because we all know some students, they think I know a lot about this, so I'm going to talk about this for two minutes, and that's great, because that's two minutes gone, and I know lots to say about this. If you've answered the question, what might the examiners do? Ask a different question? Yeah, they might interrupt you and ask a different question. If that happens, don't worry, it just means you've answered the question. So they're moving on to the next one. You said enough. But make sure you do give nice full answers. If it's too long, the examiners will manage that. But make sure you give as full answers as you possibly can. Right. The next ones here, of those, the first one is the most important. Because what's the danger if you predict questions, if you think I've got an oral exam here and I'm predicting questions, I think they're going to ask me these questions. What's the danger in the exam when they start asking you questions? You might not answer the actual question. You might not answer the actual question. Exactly right. And they think, I knew they were going to ask me this, because you've heard a few words, and you start answering a different question. So relax, make sure you fully understand the question. Don't just think, oh, this was the question I was expecting. Make sure you fully understand the question. And it's no problem. You won't lose marks if you ask for clarification. If you ask them to repeat the question, or sorry,

do you mean... That's fine. Make sure you answer the question you're asked. That range of structures, it's not an academic English exam, as I said. It's more that you demonstrate things like caution, you know, and you don't say something very strongly if actually the research is more tentative and not quite so strong. So you need to make sure that your language is conveying the right sort of style or the right sort of caution, the things you've learned about in academic English, when you're discussing the research and also the arguments and the conclusions that you reached. The other bits, I think, are clear, obviously. But it's not so difficult because it's not like you're presenting to an audience. You are sitting at a table with two people. So even if some of you You won't like presenting in front of a class because maybe you're quite quiet or softly spoken and it feels a bit unnatural to try and speak louder. That's not an issue here because you are sitting around a table and it's just, you know, you'll be this close to somebody. So it's not a problem about having to really raise your volume. It's just making sure, of course, that you're as clear as possible. Right, so I think it's time for a sample. This sample research project that we looked at in class, the use of artificial intelligence in medical imaging, just very quickly, see with your neighbour or neighbours, if you want, Musharra, you could turn around, just think with your neighbour or neighbours, there are two or three of you together, can you remember the aim of this sample project, the thesis, the benefits and drawbacks presented in the conclusion. Can you remember any of that from the sample, medical imaging, research project or post that we looked at? Just see very quickly with your neighbours if you remember any of those things. Maybe, I don't know if I have to focus. I guess I 50% of the time, the efficiency, the accuracy, and whatever. Do you remember? Do you remember some bits? Do you remember the conclusion? Do you remember the conclusion? What was the conclusion? Anybody? It's not ready yet. Shh. Nishari, what was the conclusion? The conclusion is that AI is not ready yet. Yeah, if you remember, I think some of us were a bit surprised because you think that when they talked about things like the reduced time, the efficiency, the higher accuracy, you might expect the conclusion to be that we should be using it and it's much better. But actually it was more hesitant, it was more reserved, wasn't it? More cautious. And it was that more training and improved data sets are required, and actually it's not ready yet, as Meshari said. And that the drawbacks currently outweigh the benefits. Okay, you can see there, if you couldn't remember. Okay, so that was the research project. You have looked at it. You've looked at the poster. So now we're going to listen to the summary. And this is the summary that the student gave for the viva on that research project. And just as a reminder there, you can see you should state your aims, your thesis, your main arguments, and any conclusions made. And it should be two to three minutes long. OK, so let's have a listen to this sample. So listen to the summary, two to three minutes with this aim, thesis, main arguments, conclusion for the sample research project.

Speaker 3

Gnostic in medical imaging is indeed viable with the technology that we have now. by comparing the disadvantages and advantages. I 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 with the mindset that medical professionals have nowadays. In my RP, I discussed a number of advantages and disadvantages. The advantages included time savings in which the use of AI in technology as a diagnostic aid helps provide faster results and also provides more time for medical professionals to rest and take breaks, as they are known to be quite burnt out during the decade. And in addition to that, another advantage of AI medical imaging is the high accuracy it provides in regards to the results. However, I'd like to note that this is also a disadvantage. And that the high accuracy may cause automation bans, which is something that causes medical professionals to overlook any inaccuracies presented in the results provided by the AI technology and ignoring their own personal opinions as they assume AI has a high level of accuracy and therefore it cannot be wrong. And in fact, there's still a small margin of error that should be considered when viewing those results. In addition to that, there's also the disadvantage of racial bias, which is caused predominantly by the lack of racial diversity in the data sets used to create the AI algorithm. This may be able to cause negative effects to the patient's health, as it may cause things like underdiagnosis and overdiagnosis. In addition to that, there's also the possibility of data leaks because, as I mentioned before, in creating the AI algorithm, A large amount of data is needed to basically train the AI algorithm, and with the amount of data that is needed, there is, although I wouldn't say it's high nowadays, but there is a possibility that the data may be leaked and used in, let's say, illegal ways such as blackmail. At the end, my RP concluded that although the AI technology seems promising, the obstacles present in utilizing it are still prominent And we still need to introduce more efforts to improve it before we can use it more widely in the medical industry.

Speaker 2

OK, thank you.

Speaker 1

And OK to you. So that summary, it was just within three minutes. So it was two to three minutes. It was just within three minutes. They used all the time available. Did it have an aim? Did it have a thesis? Did it talk about the advantages and the disadvantages? And was the conclusion clear at the end? Yes. That's a great summary. That's what the summary should be like. Now the recording, this PowerPoint that I'm showing you, there was one on Moodle which was just slides, but this one with the recording, As soon as we finish now, today, I'll put it on Moodle. So you can access this, you can listen again in your own time. It's available for you on Moodle. You can listen to that practice summary. Okay? Now, let's get back to the slide show.

Speaker 2

This is the UPS environment. Could you please start with your...

Speaker 1

That can stop. Right, there we are. Okay. So, That's the summary, that's the bit at the beginning. And as I said earlier, if you do a good summary, you will feel so much more confident before the questions come. Because you'll feel like you've made a positive, strong start. The questions. As it says here, and we'll look at this next week in the two hours of class, we'll look at this in depth about the questions. But just as an example for you now, You'll be expected to answer questions on your sources and the research process. Any changes that you made, your personal tutor will be present and they'll know whether you've made changes or not from your draft to the final project. So if there are changes, they'll ask you about those, why you made them. Content, arguments and conclusions that you've presented. And as I said, your reflections and thoughts for the future that you put in your reflective component. And that lasts up to 12 minutes. So the whole thing is about 15 minutes. But this bit lasts up to 12 minutes. Okay, now I'm going to play you a sample of this as well. I'm not paying the full 12 minutes. I'll just play a few questions and answers so you get an indication, an idea of what it's like.

Speaker 2

Fiver upsy questions. Okay, so I'll start with a general question. What would you say were the strengths and weaknesses of your sources?

Speaker 3

Well, I would say the strengths predominantly is they're quite recent because the technology itself is quite recent. The weakness is that some of them might be a bit biased because I saw on the, what's it called? I forgot the thing that says which author is related to which company or...

Speaker 2

Oh, you mean the conflict of interest? Is that what you're trying to say? Conflict of interest.

Speaker 3

Yeah, yeah, the 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, but not that much.

Speaker 2

Okay, so sticking with sources for the moment, you've just mentioned authors and conflicts of interest in terms of the implementation of AI for medical imaging. Can you tell us what researchers are saying about the difficulties or challenges of implementing AI?

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 technology. As I said before, automation bias, that's not an easy problem to deal with because you really have to change the mindset of the people working with the technology in order to be able to overcome automation bias. Because automation bias is something you can't easily fix. It's not something you can fix like a machine or something physical. It's not like that. You have to fix the mindset of the people dealing with it. So I think most researchers are saying in my sources that that would be the major obstacle to the use of AI in the near future.

Speaker 2

Okay, can you tell us which specific research dealt with that?

Speaker 3

Which specific paper?

Speaker 2

Yes, which paper or article or research?

Speaker 3

Oh yes, my POT source and my Sayed Kalantari source. They talk quite extensively on bias. POT was actually about bias and all biases are bad, inequitable. Yes.

Speaker 2

Okay, thank you. So turning to your visuals. On page 5, you have figure one.

Speaker 3

Okay, yes, I had...

Speaker 2

Yeah, okay. I have to admit, I'm finding it a little bit difficult to understand figure one. Could you perhaps take me through the figure and explain what it actually means?

Speaker 3

So this figure is from the research by Eng and it's showing the determined skeletal age of children from the hand radiographs. So this is in the months, so three and a half months, four months until seven and so on.

Speaker 2

Okay, right, so it's months.

Speaker 3

The yellow dots, those are the AI assisted radiologists. The white dots are the radiologists that work by themselves without any AI input. The AI-assisted radiologists are able to provide more accurate results because the closer the gap, the smaller the difference, the better. So the AI-assisted radiologists are able to more accurately determine the skeletal age of the children than the non-AI-assisted ones.

Speaker 2

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 race-induced bias? How would we minimize that?

Speaker 1

OK. So as I said, I'm not playing the whole thing, but that gives you an indication. Sources, you can see the questions that were asked about sources, about currency, which ones were particularly useful, and asked as well about particular sources, and the student referred to particular sources they've used. You can listen back to this, because it will be on Moodle, so you can listen again. That's the kind of question on sources that you'll face. Now, in terms of clarity or looking for clarity, the question on the visual, do you remember that visual? Some of you will, and if you look back, you will. In the research project and also on the poster for this sample RP and poster, there was a visual and it had white dots and yellow dots and lines. And lots of you weren't clear in the poster what it was. The research project also not fully clear. And it was about this skeletal age of infants. And it was that months that came up there. And again, this is because the student had taken the visual out of context. That context wasn't provided, and so it wasn't fully clear. Asked a question about it in the oral. They then gave that context, explained it clearly, and then they'll get good marks in the exam for that. Because that's made it clear to the examiners, and they now understand exactly what that visual was showing. You won't always get a question about visuals because some of you have used lots of visuals, some of you haven't in your research projects. And some of your visuals will be very, very clear. Some of them may not be. But that's the kind of thing where in a project, if something isn't fully clear, you will be asked in the exam. You have that background reading because you saw it in its original piece of research. You can address and answer that question. And then, of course,

you'll get full marks for it. And people always ask about marks. This student did very well in the viva and got an A star for their viva exam. Okay, so you can listen back to these again on Moodle. And it's not in that sample, because it's just a sample, but the viva will end with reflections. You will have a question about reflections, what you put in your reflective component, what you might do differently in the future, something like that, to finish the viva. Okay, so, oh, sorry, back to this. As I said, guidelines and marking criteria are on Moodle. You've got input for two hours next week. Turn up and make the most of it, because it will prepare you very well for the viva exam. And ensure next week with your project that you do submit a reflective component, which you're happy to discuss, because you'll be asked questions on it. Okay, so just to finish, do you now know or have a clearer idea of the format of the assessment, the purpose, why we have it, and the expectations examiners have? Is it a little bit clearer for you? I hope so. You've got the guidelines on Moodle to check. You can watch this again and listen to the samples. And of course, turn up to class next week when you will have two hours to practice for the viva. Any final questions? If you do have, ask in class next week. Everyone, all your teachers, will be very happy to answer them. Make sure by the end of the class next week, you fully know what the viva is about.