



Charles Sturt
University

BJBS SLOWposium | Session 1 Elevate

Reflections on Supervised Assessments in Advanced Statistics for Psychology: Challenges, Successes, and Lessons Learned

Rabiul Islam
School of Psychology

Nature of the Assessment Task

Subject

Advanced Research Methods & Statistics in Psychology
~200 students

Data

Real research dataset
Personality, Wellbeing, Social support

Goals

Formulate hypothesis
Establish rationale
Analyse data
Interpret findings
Communicate results

Skills

Reliability
Factor analysis
Multiple regression

Modes of Presentation

Written Report: 40/100 (1500 words)

Rationale and Hypothesis

Statistical analysis

Appropriateness of reporting and correct interpretation of results.

Mini Viva: 10/100 (15 minutes): Not stand-alone; integrated supervised assessment

Study Rationale

Research Design & Methods

Statistical Analysis & Interpretation

Evaluate conceptual clarity alongside applied competence

Dissemination to a Non-Psychology Audience

Student reflections

The mini viva reinforced everything I had learned.

It provided a rare opportunity to speak with the subject coordinator.

The mini viva reinforced everything I had learned while assessing how well I could explain my work in plain English, it gave me a chance to talk through my rationale, hypothesis and results, and I felt confident doing so. The relaxed format and 10-15 minute timing helped too, as it felt less like an exam and more like an opportunity to articulate the thinking behind my work, which strengthened the confidence I already had in what I had produced. This also provided a rare one-to-one opportunity to speak with the subject convenor, something that can be difficult as an online student, where tutorial timing and the end of session question format often limit the ability to meaningfully interact.

Student reflections

I developed a greater appreciation of translating research findings into meaningful language.

Although I felt reasonably confident recalling statistical results, significance values, and effect sizes, I found it considerably more difficult to explain what those findings meant to a non-psychological audience. This experience revealed that understanding statistical terminology and memorising results is different from having a deep understanding of their practical meaning. Preparing for the viva encouraged me to focus less on recalling statistical information and more on understanding the implications of the findings and how to communicate them clearly. As a result, I developed a greater appreciation of the importance of translating research findings into language that is meaningful and accessible to others.

KEY EDUCATIONAL BENEFITS

A rare opportunity to talk on a one-to-one basis

Providing confidence in their competency in transferable skills, such as articulating complex ideas

Developing communication skills for a lay audience

Challenges and Lessons Learned

Practicality:

Conducting vivas for 100 students by one assessor over three weeks required a substantial time commitment.

Academic Integrity Insights:

The viva occasionally highlighted inconsistencies between written submissions and demonstrated understanding.

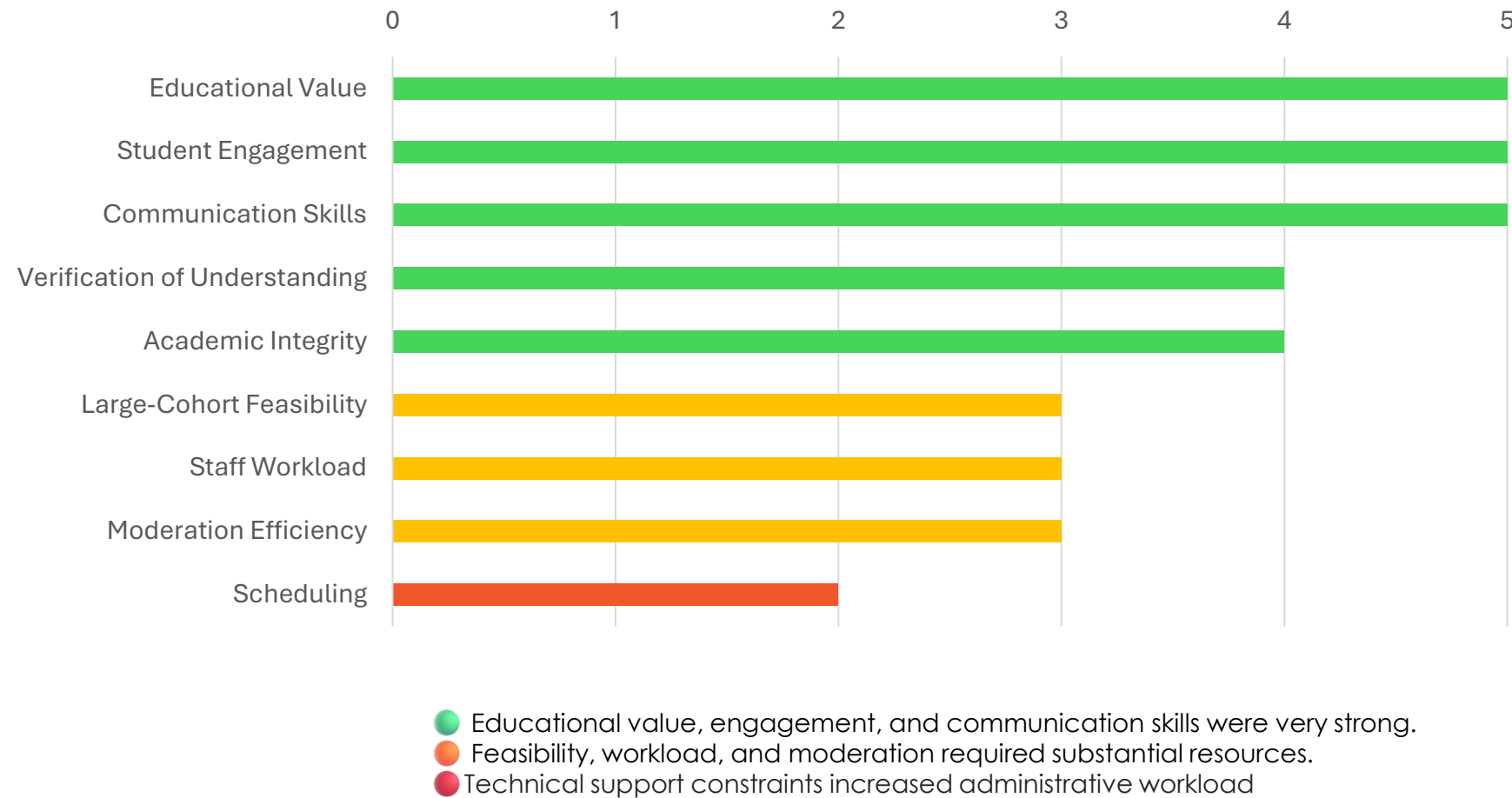
Moderation:

Reviewing recordings required a substantial time commitment

Technical infrastructure:

Large-scale viva assessments require robust scheduling and file management systems to support large-cohort delivery.

Balancing Educational Benefits and Implementation Challenges



Conclusion

The mini viva offered substantial educational benefits, but successful implementation requires appropriate resourcing and support.

