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| Theme | Sub-Theme | Codes | Description | Example |
| Challenges with the Oral Exam Process | Scheduling | Exam Scheduling | When the exam itself is given, how it interacts with other events outside of the exam |  |
| Student Scheduling | Issues related to scheduling exam times with students |  |
| Time commitment | Thoughts and feelings about the amount of time required to administer the oral exams |  |
| Technology | Technical difficulties | Talking about technical issues, how they were dealt with, and how they could be avoided in the future |  |
| Using technology in new ways | Conversation and questions about how to use zoom and Moodle for the exam |  |
| Student Interactions | Student Accommodations | Talk about student accommodations and questions about navigating them |  |
| Follow-up questions | Comments about what kind of follow-up questions to ask, strategies, etc. |  |
| Interpreting student responses during exam | Comments related to feelings or thoughts on making sense of student answers |  |
| Self-Care |  | Taking care of one’s physical, mental, and emotional needs during the administration of the exam |  |
| The Oral Exam Itself | Bias and Fairness | Student Results | Discussion of student averages to check for fairness |  |
| Grading Scale | Comments about the scale, changing it, and reasons why |  |
| Exam Items | Discussion about the exam questions, their fairness, TA experiences with students, etc. |  |
| Utility | Comparison to other forms of assessment | Conversation comparing the oral exam and its features to other assessments like HW and written exams |  |
| Usefulness of Oral Exam | Comments evaluating the usefulness of the exam itself |  |
| Reactions to the Oral Exam |  | Student Reactions | Student responses to the exam experience as expressed to the TAs |  |
| Graduate Student Instructor Reactions | Vocalized or written feelings about the overall exam experience |  |
| Future preparation for Oral exams |  |  | Conversation around ways to prepare students to succeed in future oral exams |  |