

Oral Interview

Overview A Credit for Prior Learning (CPL) oral interview is an evaluative process where a student verbally demonstrates their knowledge, skills, and competencies related to specific academic learning outcomes. This method is often used as a supplement to, or in lieu of, a written CPL portfolio, especially when verbal articulation or explanation is necessary to validate experiential learning.

Purpose The CPL oral interview serves to:

- Provide students an opportunity to articulate their learning experiences in their own words.
- Allow faculty to ask clarifying questions and assess the depth of the student's knowledge.
- Supplement evidence from a written portfolio when additional validation is required.

Suggested Rubric for Evaluation Faculty should use a rubric to ensure consistent and objective evaluation. Key criteria might include:

1. **Relevance:**
 - How well does the student's explanation align with the learning outcomes of the course?
 - Are examples provided directly related to the subject matter?
2. **Depth of Knowledge:**
 - Does the student demonstrate a thorough understanding of key concepts?
 - Can they connect their experiential learning to theoretical frameworks?
3. **Clarity and Communication:**
 - Is the student's explanation clear, concise, and well-organized?
 - Are technical terms and concepts appropriately used?
4. **Evidence and Examples:**
 - Does the student provide concrete examples to support their claims?
 - Are these examples specific, detailed, and relevant?
5. **Critical Thinking and Reflection:**
 - Does the student demonstrate the ability to analyze, synthesize, and reflect on their learning?
 - Can they critically evaluate their experiences in relation to academic theories or practices?

Preparation Guidelines for Students To prepare for the oral interview, students should:

- Review the course's learning outcomes and be ready to discuss how their experiences align with these objectives.
- Organize examples and evidence in advance to ensure clear articulation during the interview.
- Practice explaining their learning journey, focusing on specific, relevant experiences.
- Prepare to answer follow-up questions that probe deeper into their understanding or clarify their examples.

Guidance for Faculty Interviewers

- Begin the interview with open-ended questions to help the student feel at ease (e.g., “Tell me about your experience in [relevant field or role].”).
- Use targeted questions to probe specific learning outcomes (e.g., “How does your experience with [specific task] demonstrate [specific skill or knowledge]?”).
- Encourage the student to elaborate with examples if their responses are vague or incomplete.
- Take detailed notes to document the student’s responses and provide a basis for evaluation. All notes will become part of the student’s academic record, requiring them to be stored and accessible for at least one year after the interview.

Grading and Feedback

- Use the rubric to assign a score for each criterion, ensuring transparency and consistency.
- Provide constructive feedback, highlighting both strengths and areas for improvement.
- Offer a clear determination of whether the student’s oral demonstration meets the academic standards for earning credit.

Conclusion The CPL oral interview is a powerful tool for validating experiential learning, offering students a dynamic platform to showcase their knowledge and skills. By implementing a structured approach to preparation, evaluation, and feedback, faculty can ensure the process maintains academic rigor and fairness.

The CPL oral interview framework and evaluation guidelines are informed by key references in the field of experiential learning and assessment. Faculty can refer to the following sources for additional depth:

1. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.
2. Council for Adult and Experiential Learning (CAEL). (2021). *Standards for Assessing Learning*. Retrieved from <https://www.cael.org/>
3. Fiddler, M., Marienau, C., & Whitaker, U. (2006). *Assessing Learning: Standards, Principles, & Procedures*. Chicago: Kendall Hunt Publishing.
4. Schon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
5. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Abingdon: Routledge.