



L&T:21

**University of Sydney
Business School
Learning & Teaching
Forum 2021**



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November 17 — 18 2021

Day 1: Wednesday 17th November

12:00 – 12:02	Master of Ceremonies – Welcome to day 1 Associate Professor Angela Knox, Academic Director, Professional Development, The University of Sydney Business School		
12:02 – 12:07	Welcome to country Yvonne Weldon, Chairperson, Metropolitan Local Aboriginal Land Council		
12:07 – 12:17	Welcome and opening remarks Professor Greg Whitwell, Dean, The University of Sydney Business School		
12:17 – 1:10	Keynote address – 3 x 3 x 3 – Exploring a future focused framework for institutional digital transformation Steven Warburton, Executive Principal for Education Futures, University of New England		
1:10 – 1:20	Introduction of sessions and panel discussion Associate Professor Angela Knox, Academic Director, Professional Development, The University of Sydney Business School		
1:25–2:10	Showcase: Session 1		
	Stream 1: Alternative delivery methods Chair: Robyn Martin Showcase 1 – Using pencast videos to teach core concepts in accounting – Dewa Wardak, Olga Gouveros, Janine Coupe & Christopher David Showcase 2 – At the turn of the tide – teaching Python in real-time at scale – Stephen Tierney & Alison Wong Showcase 3 – Exploring change: Students’ expectations of team-based experiential learning when transitioning from face-to-face to online learning – Eliza Wu, Kaiying Ji & Rachael Hains-Wesson	Stream 2: Online assessment Chair: Vince Mitchell Showcase 1 – Can we ask our staff and more importantly our students to embrace a paradigm shift in assessment frameworks? – Cameron Esslemont Showcase 2 – Embedding authentic assessment for foundational business statistics – Anastasios Panagiotelis, Andrey Vasnev & Jessica Tyrrell Showcase 3 – Online portfolio – Corinna Galliano	Stream 3: Sharing practice Chair: Tony Cannell Showcase 1 – Meaningful engagement with course readings: IBUS5003 pilot study – Sandris Zeivots, Vikas Kumar & Courtney Shalavin Showcase 2 – Active learning using online collaborative visualisation tools such as Mural – Amer Khan Showcase 3 – Design and development of a large business school core interdisciplinary unit to foster blended learning during the pandemic – Thea Werkhoven & Abdul Razeed
2:10 – 2:15	 BREAK – 5 mins 		

Day 1 Program continued overleaf....

Day 1: Wednesday 17th November

Theme: Reimagine Teaching and Learning:
Possibilities and Practicalities

2:15 – 3:00	Showcase: Session 2		
	<p>Stream 1: Sustainable teaching practices Chair: Andrew Cram</p> <p>Showcase 1 – Creating mini video-cases – Betina Szkudlarek</p> <p>Showcase 2 – No \$%& cheat learn play: The rules of the game – Maria Ishkova, Michael Fernando & Andria Bingham</p> <p>Showcase 3 – Using Padlet for critical thinking, collaboration and reflection – Louise Luff & Ben Lay</p>	<p>Stream 2: Online assessment Chair: Ranjit Voola</p> <p>Showcase 1 – Reflective ePortfolio video log –BUSS5220 – Anna Young-Ferris</p> <p>Showcase 2 – Workshop presentation debate – BUSS5220 – Anna Young-Ferris</p> <p>Showcase 3 – Live case-based assessment in Microsoft Teams: Killing four birds with one stone? – Roel Boomsma & Janine Coupe</p>	<p>Stream 3: Sharing practice Chair: Geoffrey Clifton</p> <p>Showcase 1 – Teaching through animated mind maps – Danilo Lopomo Beteto</p> <p>Showcase 2 – From embedding more technologies to juxtaposing more human interactions: Transitioning from the flipped class to a virtual class – Geoff Frost & Reaven Yu</p> <p>Showcase 3 – A 4Y framework for using humour in teaching; A marketing case study – Vince Mitchell & Ray Welling</p>
3:00 – 3:10	► BREAK – 5 mins ►		
3:10 – 3:55	<p>Panel discussion – Reimagining learning & teaching in business education</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Geoff Perry, Executive Vice President and Chief Officer Asia Pacific, AACSB (AACSB), • Dr Rebecca Dinnie, Education Integrity, The University of Sydney • Associate Professor Eliza Wu, Associate Professor in the Discipline of Finance, The University of Sydney Business School <p>Chair: Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p>		
3:55 – 4:00	<p>Wrap up & close Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p>		



Day 2: Thursday 18th November

9:30 – 9:40	Master of Ceremonies – Welcome to Day 2 Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School		
9:40 – 10:20	Keynote address Dr Amanda White, National teaching award winner and Deputy Head (Education) – Accounting Discipline Group, UTS Business School		
10:20 – 10:25	Introduction of sessions Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School		
10:25 – 11:10	Showcase: Session 3 and Lightning Talks 1		
	Stream 1: Alternative delivery methods Chair: Amer Khan Showcase 1 – Integrating a Chatbot with Canvas LMS– Managing student comms with AI and machine Learning – Tony Cannell & Alicia Hadiwidjaja Showcase 2 – Don't let a good crisis go to waste – Peter Bryant, Danielle Eden & Craig Gilliver Showcase 3 – Bridging the design gap: A digital learning design perspective – Stacey Petersen, Sunprit Singh, Benedicte Rokvic & Andrew Brock	Stream 2: Sharing practice Chair: Sabina Cerimagic Showcase 1 – Practitioner review and personalised feedback – Louise Luff Showcase 2 – How to track 'everything' when you are coordinating a large unit? – Anish Purkayastha Showcase 3 – Peer feedback provision at scale using Feedback Fruits – Carlos Prieto Alvarez	Lightning Talks 1 Chair: Oliver Hannon LT 1 – A systems approach to complex problem solving – Rosalind Deaker & Corina Radulescu LT 2 – #Pandemic pedagogy – Vince Mitchell LT 3 – Implementation and evaluation of Canvas template at the Sydney Business School – Dewa Wardak, Andrew Cram, Sandris Zeivots & Courtney Shalavin LT 4 – Supporting offshore students – A pilot study – Boris Choy, Nuo (Carol) Xu & Xiaoyong (Shaun) Luo
11:10 – 11:15	► BREAK – 5 mins ►		

Day 2 Program continued overleaf....





Day 2: Thursday 18th November

11:15 – 12:00	Showcase: Session 4 and Lightning Talks 2		
	<p>Stream 1: Mixed themes – Sustainable teaching practices and sharing practice Chair: Paul Finn</p> <p>Showcase 1 – Complexity in use: a co-design approach for understanding complexity – Corina Radulescu & Sarira El-Den</p> <p>Showcase 2 – Object based learning to encourage creativity and critical thinking in a postgraduate unit – Abdul Razeed, Elly Meredith, Sandra Dwyer</p> <p>Showcase 3 – The value of pre-work and how to ‘get them to do it’ in the new normal – Robyn Martin</p>	<p>Stream 2: Students as partners Chair: Maria Ishkova</p> <p>Showcase 1 – Using lecture attendance data to engage online students – Caleb Owens</p> <p>Showcase 2 – Learning community and lockdowns: “Feeling apart” vs “feeling a part of” – Maria Ishkova & Business School Students (Students as partners to lead the discussion what comes through our minds when we look at “I felt part of a learning community”)</p>	<p>Lightning Talks 2 Chair: Wes Hamilton-Jessop</p> <p>LT 1 – Synchronous-asynchronous hybrid delivery in large classes – Evelyn Lai & Michael Shin</p> <p>LT 2 – Digital innovation by 2030 – wishful thinking? – Carmen Vallis & Stacey Petersen</p> <p>LT 3 – Engaging postgraduate students in team learning activities in Hyflex classes – Geoffrey Clifton</p> <p>LT 4 – Enabling interactive participation in project work for larger cohorts – Gaia Grant</p>
12:00 – 12:05	► BREAK – 5 mins ►		
12:05 – 12:20	<p>Wrap up & close Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p>		



Master of Ceremonies — Welcome to Day 1

**Associate Professor****Angela Knox**Academic Director, Professional
Development, The University of
Sydney Business School[Join the Zoom](#) 

Welcome to Country

**Yvonne Weldon**Chairperson, Metropolitan Local
Aboriginal Land Council

Yvonne Weldon is a proud Wiradjuri woman and she maintain strong ties to her homelands of Cowra and the Riverina areas in New South Wales.

From a young age Yvonne developed a strong passion and commitment to bringing about positive change for Aboriginal people and communities.

Yvonne is the current elected Chairperson of the Metropolitan Local Aboriginal Land Council, a Board member of DVNSW and a Board member of Redfern Jarjum College. She has a passion for improving the lives of all through health, social justice, Aboriginal advancement, children's rights, education, child protection, research and evaluation.

Yvonne has held key positions with the NSW Government and Aboriginal Community Controlled sectors. In 2016 Yvonne was shortlisted for the Queenslander Literary Awards, Unpublished Indigenous Writer David Unaipon Award category and was awarded the 2017 Allen & Unwin Faber Writing Academy scholarship.

Welcome and opening remarks

**Professor Greg Whitwell,**Dean, The University of Sydney
Business School

Keynote address – 3 x 3 x 3 – Exploring a future focused framework for institutional digital transformation



Steven Warburton
Executive Principal for Education
Futures, University of New England

Introduction of sessions and panel discussion



**Associate Professor
Angela Knox**
Academic Director, Professional
Development, The University of
Sydney Business School



Showcase: Session 1

Stream 1 – Alternative delivery methods

Chair: Robyn Martin

Showcase 1

Using pencast videos to teach core concepts in accounting

At the start of the pandemic (Semesters 1 & 2 2020) a first-year large core accounting unit of study at the Business School (BUSS1030), pivoted to online teaching and learning. This initial online format included two-hour long recorded lectures each week for students to watch on Canvas. Core concepts were taught in the lecture using pre-made diagrams and charts and students were required to work through the questions in the textbook on their own. In Semester 1 2021, the team have replaced the recorded lectures with an alternative delivery method creating online modules that teach accounting concepts in a multi-modal format, including pencast videos. The pencasts are part of an overall strategy, which includes chunking the lectures to break down the main concepts of each topic. This is then re-enforced through the pencasts. Finally, the students test their understanding of the core concepts by engaging with interactive activities and inbuilt quizzes within the modules on Canvas. By linking the content, review and practice within the module it assists in scaffolding the students learning. The pencast videos and the self-check quizzes have proven popular with the students and we have very positive feedback from students to our surveys and focus groups.



Dewa Wardak

Lecturer in Educational Development with the Business Co-Design team



Olga Gouveros

Associate Lecturer in the Discipline of Accounting



Janine Coupe

Lecturer in the Discipline of Accounting



Christopher David

Media Producer with the Business Co-Design team

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Showcase 2

At the turn of the tide – Teaching Python in real-time at scale

Teaching a programming language can be challenging, even more so when your classroom is suddenly virtual and you have to teach 1200 students. With some clever thinking our multidisciplinary teaching team turned this crisis to our advantage and achieved an all time high level of student satisfaction. We are now able to reach any student, no matter their

location, timezone or computing device with a real-time collaborative coding environment. This talk will cover what we consider “must-haves” for teaching in these extreme circumstances and how we have been able to maintain student engagement. We will demonstrate our solution to hosting tutorials online and share the lessons we learnt along the way.



Stephen Tierney

Lecturer in Business Analytics



Alison Wong

PhD student and tutor at the University of Sydney

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Showcase: Session 1

Stream 1 – Alternative delivery methods

Chair: Andrew Cram

Showcase 3

Exploring change: Students' expectations of team-based experiential learning when transitioning from face-to-face to online learning



Eliza Wu

Associate Professor, Discipline of Finance, the University of Sydney Business School



Kaiying Ji

Lecturer in the Discipline of Accounting at the University of Sydney Business School



Rachael Hains-Wesson

Associate Professor, Work-Integrated Learning, Director, the University of Sydney Business School Work-Integrated Learning Hub

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Work-integrated learning and teaching plays an important role in enhancing students' development of 'soft skills' for job-readiness. However, due to the global pandemic, work-based learning activities have needed to be transformed into online learning experiences. In this study, we compared the pre-experiential learning experiences of Business students who had undertaken online or blended WIL deliveries versus those students who completed such learnings in-person. We invited students to complete an online survey and/or focus-group interviews pre- and during the COVID-19 pandemic disruption from 2017-2021. The majority of students suggested that they perceived the group work

through the WIL experiences as either important or critical for their career development. The results illustrated that students felt that the group work was challenging when delivered online. The results highlight a noticeable shift in students' perceptions of finding work-based, group work from being 'Quite Challenging' to 'Challenging' or 'Extremely Challenging' when transitioning from in-person to online WIL learning. Finally, the results point towards a key finding that female international students felt that they do not have the confidence to communicate their ideas effectively to successfully contribute to work-based, group work when offered online or they felt reserved to question the input of other team members.

Showcase: Session 1

Stream 2 – Online assessment

Chair: Vince Mitchell

Showcase 1



Cameron Esslemont
Tutor in Business Education

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Can we ask our staff and more importantly our students to embrace a paradigm shift in assessment frameworks?

Education, at all levels, has spent last year in freefall, moving online whilst trying to plug the gaps in assessment frameworks. Many have moved to group assessments, limited meaningful feedback, and most concerning a disengagement with our students due to on-line class sizes. Are there efficient and scalable alternatives to our current assessment frameworks? I believe so and would like to discuss how assessors could efficiently develop a deeper insight into a student's understanding of the 'big picture' using online, contemporaneous, concept mapping that access mental models, gauge learning, address misconceptions and enable meaningful learning. I will

demonstrate an online tool that provides intuitive support for the assessor in developing assessments using a skeleton map requiring students to fill in the blanks, use multiple choice to select nodes, identify connections, add new content and identify errors; secondly students can be required to develop their own maps from a list of concepts, linking phrases and distractors. Cheating mitigation is supported through contemporaneous feedback, randomisation of assessments through to students completing a sub-map as part of a larger map. Finally, we will look at the real-time analysis of the student's work from a broad range of metadata collected throughout the assessment.

Showcase: Session 1

Stream 2 – Online assessment

Chair: Vince Mitchell

Showcase 2

Embedding authentic assessment for foundational business statistics

Research and guidelines for statistics education consistently highlight the importance of situating statistics learning in real-world contexts and exposing students to real data problems (GAISE, 2016). Such approaches have been shown to support student development of critical skills including statistical reasoning and data literacy (Brown, 2019; Cummiskey et. al., 2020). Yet with large class sizes and the move to online teaching precipitated by Covid-19, such authentic approaches can pose implementation challenges. In this showcase presentation, we share our experience of embedding authentic assessment in a foundational business statistics unit with a cohort of over 1,000 students in the Business Analytics discipline. We discuss the introduction of a new data project assessment comprising both individual and group outcomes. We contextualise these changes with broader developments in online teaching made in the unit as part of the CLaS project. We share the rationale and aims of the new assessment design and outline some of its key features, including student choice, peer review and team-based learning. We give insight into the design process of implementing tools for assessing online, such as the creation of Canvas rubrics, managing peer review and developing group work resources. We conclude by sharing preliminary findings from student evaluation.



Anastasios Panagiotelis
Associate Professor of Business Analytics at The University of Sydney Business School



Andrey Vasnev
Head of the Discipline of Business Analytics at The University of Sydney Business School



Jessica Tyrrell
Lecturer in Educational Development at The University of Sydney Business School

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Showcase 3

Online Portfolio

This presentation will examine an individual online assessment: the portfolio. This assessment was first developed by Peter Bryant for two units in the Leading in a Post-Crisis World Program (LPC), as a leadership portfolio. This semester I adopted an innovation and entrepreneurship portfolio in the MMGT6018 unit part of the Master of Management. Through the portfolio each of the student is requested to curate a collection of their work, learning and personal development. In the portfolio students showcase how they want to be seen as a professional, and as a leader (in the LPC) or as an entrepreneur and innovator (in

MMGT6018). Students have the agency to choose any suitable platform and design and are encouraged to use multimedia content. The focus of the portfolio assignment is on the process of students' learning. Along with their personal experiences, students must draw on theory, concepts and activities covered in the course. In Semester 1 2021, the LPC students engaged with this assessment creatively submitting personalised portfolios. The portfolio facilitated students' growth independently by their level of development and it is an artefact that they improve using instructor's feedback and use in their careers.



Corinna Galliano
Sessional Lecturer and Researcher at The University of Sydney Business School

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Showcase: Session 1

Stream 3 – Sharing practice

Chair: Tony Cannell

Showcase 1

Meaningful engagement with course readings: IBUS5003 pilot study

The course readings are pivotal to advance student knowledge and prepare them for class discussions, however many students come to class with limited, if any, engagement with readings. Over the last two decades educators have raised concerns about changing patterns of student reading, and it is estimated that only 20–30% of students read the assigned materials. This often results in the lack of class participation, rich conversations and at times assessment quality. In Semester 1 IBUS5003 teaching staff and the Business Co-Design team piloted a new interactive approach to engage students with weekly readings. The weekly 3-task intervention included: (1) Must-read pages; (2) Interactive activity, (3) Review/skim of full reading. Student survey and focus group data indicated that 94% considered the intervention as useful (includes extremely, very and moderately useful) with significantly large portion of students engaging with readings. The initiative invited a more targeted and experiential student interaction with academic readings.



Sandris Zeivots

Lecturer in Educational Development with Business Co-Design at The University of Sydney Business School



Vikas Kumar

Professor and Head of Discipline of International Business



Courtney Shalavin

Learning Designer at The University of Sydney Business School

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Showcase 2

Active learning using online collaborative visualisation tools such as Mural

Covid has moved teaching and learning online. Engaging students in learning activities that promote active and collaborative learning has been a major concern of educators trying to adapt to the now ubiquitous and necessary virtual teaching environments. Online visualisation tools such as Mural and Miro not only provide opportunities for educators to actively engage students with content, but also facilitate team work and collaboration. In this short showcase presentation, I will demonstrate how I created a learning activity on the visualisation tool, Mural, and facilitated active collaborative learning



Amer Khan

Business Educator and Learning Experience Designer

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in an online tutorial. The key takeaway from this (re)design for online delivery includes: 1) it is useful to think of a learning experience in visual terms but instead seeing how information needs to be 'presented', educators could design around visual information classification/categorisation, and connections; Educators could consider questions such as, "how could students actively interact with content?", and "what specific decisions students need to make?" ; Collaboration appears to be most effective when such visually oriented activities are further designed around 'decide and defend' type frameworks.

Showcase: Session 1

Stream 3 — Sharing practice

Chair: Tony Cannell

Showcase 3

Design and development of a large Business School core interdisciplinary unit to foster blended learning during the pandemic



Thea Werkhoven

Learning Designer with the Business Co-Design Group at the Sydney Business School



Abdul Razeed

Lecturer, University of Sydney Business School

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The proposed presentation provides a process and design overview of a large Master of Commerce unit. The skills flowing from a creative and analytical mindset have been noted as crucial in the future. The unit develops these two mindsets as complimentary by taking a multidisciplinary approach to curriculum design. With the Pandemic and shift to online learning, the challenge ensured that students enrolled online and face-to-face get a consistent experience. By outlining the theoretical frameworks (Scholarship of Teaching and Learning and Biggs 3'P' model) applied in the curriculum design and development and the approaches to

teaching and learning, especially during the Pandemic, we share our design experience to provide this consistent experience for students. We hope that other academics and learning design teams will draw inspiration that they can apply to their contexts. This presentation first discusses the approach we took in the curriculum design. The presentation then focuses on design principles utilised to create the online learning management system for students to provide a consistent experience for students regardless of the mode of learning (remote or face to face) that the students engaged in during the Pandemic.

 **BREAK — 5 mins** 

Showcase: Session 2

Stream 1 – Sustainable teaching practices

Chair: Andrew Cram

Showcase 1

Creating mini video-cases

In this showcase presentation, I will share insights into creating bespoke mini video-cases. These can be used in any unit and designed with a specific theme in mind. I will explain how I approach the production process, prepare the guest speaker and use the videos in my teaching.



Betina Szkudlarek
Associate Professor at the University of Sydney Business School

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Showcase 2

No \$#%&cheat learn play: The rules of the game

We piloted the “Leadership ship” game in S1-2021 and in S2-2021 we will modify it and build on its success in running 2 UoS, both UG and PG. The original Game promised up to 0.5 “bonus participation marks” to students who engage into providing feedback to their peers on a weekly basis and up to 0.5 “bonus participation marks” to students who are receiving appreciative feedback because of their influence on other students’ learning. Other than (1) creating a supportive learning environment, (2) developing skills related to giving and receiving feedback, the idea was that it would (3) encourage introverted students to engage more by providing such feedback, (4) give us additional evidence about students’ small group participation otherwise mostly invisible to the facilitator and (5) contribute to the development of the GQ “Influence” and provide insights into how to measure it. During 8 Pilot weeks, 97 students provided 1403 pieces of feedback to their peers. The end of semester debrief revealed the most surprising unintended consequence – some international students were so proud of the feedback they received that they were sharing it via WeChat. We have signed permissions to use their video quotes during our presentation.



Maria Ishkova
Associate Lecturer, Discipline of Work and Organisational Studies, The University of Sydney Business School



Michael Fernando
Business Developer, Master of Commerce graduate from The University of Sydney Business School



Andria Bingham
Recruitment Consultant, Faculty of Medicine and Health, The University of Sydney

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Showcase: Session 2

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Stream 1 – Sustainable teaching practices

Chair: Andrew Cram

Showcase 3

Using Padlet for critical thinking, collaboration and reflection

Students find it challenging to think and write critically about controversial financial reporting issues. To build student's confidence and facilitate the development of critical thinking and communication graduate attributes, the tutorial experience in an undergraduate accounting unit was recreated. This session demonstrates how the tutorial was transformed into an effective collaborative and reflective learning experience by using critical thinking questions (previewed and connected to learning resources in the lecture recording), industry expert videos that unpacked the question's key issue, tutorial Padlets, where students developed written responses, a subsequent Master Padlet that shared high level responses on Canvas and including the Master Padlet responses in the following week's tutorial as a "likes" reflection activity. The impact of this approach is measured quantitatively by the change in performance in formative assessment's written critical thinking questions and by qualitative feedback. "In the beginning the writing process can be quite difficult. But the good thing I could review other peer's perspective, their responses are well developed so I could learn a lot", "it enabled me to build more confidence and consistency throughout the whole semester", "Feedback and reflecting on the work we do and the short videos on certain confusing topics were awesome".

**Louise Luff**

Lecturer and Academic Fellow
in the Discipline of Accounting,
The University of Sydney Business
School

**Ben Lay**

Tutor in Accounting, The University
of Sydney Business School

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Showcase: Session 2

Stream 2 – Online assessment

Chair: Ranjit Voola

Showcase 1

Reflective ePortfolio video log –BUSS5220

In this session we will explore one of the BUSS5220 Responsible Business Mindset innovative online assessments – the Reflective ePortfolio (vlog). According to Cambridge, “a video blog (i.e. vlog) is a record of your thoughts, opinions, or experiences that you film [and publish on the internet]”. For this assessment, each group is required to submit 4x 2 min vlogs – one for each Perspective of Responsible Business Mindset that forms the unit content. Each vlog reflects upon one ‘key reflection idea’ that has captured the group’s attention

during the Perspective. The key reflection idea is then used as the context to answer a specific question for each Perspective. The vlog must be communicated in a clear and concise manner, demonstrating conceptual understanding, critical reflection, and team collaboration. Critical reflection is a much-needed skill especially when it comes to sustainability and responsible business issues, yet our students generally struggle with this. This assessment addresses this weakness and refine their critical reflection skills.



Anna Young-Ferris

Leader in design, coordination and delivery of MCom core unit Responsible Business Mindset (BUSS5220)

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Showcase 2

Workshop Presentation Debate – BUSS5220

In this session we will explore one of the BUSS5220 Responsible Business Mindset innovative online assessments – the Workshop Presentation Debate. Traditionally debates are performed live and debate sides are from different groups. We deliberately get students to pre-prepare a debate and work together as a group but on the two different sides of a debate topic. Our groups are usually comprised of 6 students, so we have 3 students on the affirmative side and 3 students on the negative side. Why? Responsible Business issues require an understanding of

both/multiple sides of an issue to appreciate the complexities and challenges. Thus, we aim to enhance our students’ skills in critical thinking, developing convincing arguments and the art of negotiation. We do not want the groups to settle but to present both sides of the argument as convincingly as possible. The interactivity of this format allows for peer motivation, results in a significant understanding of the course content and the development of knowledge communities among students. Students really loved these debates based on our USS feedback.



Anna Young-Ferris

Leader in design, coordination and delivery of MCom core unit Responsible Business Mindset (BUSS5220)

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Showcase: Session 2

Stream 2 — Online assessment

Chair: Ranjit Voola

Showcase 3

Live case-based assessment in Microsoft Teams: Killing four birds with one stone?

We will demonstrate how an online case-based assessment task can help to combat academic dishonesty, foster active learning, encourage collaboration, and provide students with an authentic experience. The shift to online learning encouraged us to rethink how we assess students in Foundation to Accounting (ACCT5001) – a large postgraduate unit. To stimulate and better prepare students for the contemporary workplace, we have developed and implemented a group assignment that requires students to complete a business case in week 4, week 9, and week 12. The cases take their inspiration from real-life Australian businesses and are written in Microsoft Excel. We utilize Excel formulas and macros to provide each student group with a unique set of accounting numbers in their case file. We also use macros in novel ways to prevent and detect academic dishonesty. Student groups are required to complete the case material in Microsoft Teams using the live collaboration functionality of Excel. Each case is to be completed by students in a private channel meeting in Teams during a 3-hour timetabled session. During the 3-hour session, staff members regularly check-in on the different student groups to provide coaching and assistance where needed.



Roel Boomsma

Lecturer and Academic Fellow
in the Discipline of Accounting,
The University of Sydney Business
School



Janine Coupe

Lecturer in the Discipline of
Accounting

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Showcase: Session 2

Stream 3 — Sharing practice

Chair: Geoffrey Clifton

Showcase 1

Teaching through animated mind maps

On the one hand online delivery is beneficial to students due to the flexibility that it offers, on the other it is constrained by the shorter attention span associated with remote learning (for example, through online lectures and tutorials/workshops). In this context, it is imperative to think of alternative ways to keep our learners engaged, the use of animated mind maps being one. In particular, animated mind maps introduce contents dynamically and, in the process, allow

students to understand the way that concepts and theories relate to each other. Not only that, the 'final' map presents a holistic view of the topic discussed and summarises information that students can draw on for their assessments. The objective of the presentation is to share how mind maps were designed and utilised in the context of both tutorial and lectures in FINC6001, the core unit in the Finance specialisation of our Master of Commerce program.



Danilo Lopomo Beteto
Senior Lecturer in Finance
(Education Focused), The
University of Sydney Business
School

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Showcase 2

From embedding more technologies to juxtaposing more human interactions: Transitioning from the Flipped Class to a Virtual Class

ACCT6008 is moderately large UoS (300+ enrolments) which has been run as a student-lead, team orientated case study based flipped class. The class relied heavily on paper-based resources, with 6-8 teams over a 3hr workshop, supported by technologies such as podcast and pencast videos. The emphasis was on student preparation and teamwork, with the lecturer as 'coach' within the classroom. The requirement to move online has presented a number of challenges for both students and the teaching team, in particular,

duplication of an interactive based team learning atmosphere via Zoom and canvas. From the outset the teaching team agreed on the core elements of student-lead learning environment: teamwork, participation, communication, application of knowledge and feedback; and also the desire to keep things simple for both staff and students. This presentation is a reflection of the challenges, how and what we learnt from some initial missteps and how we now deliver ACCT6008 staying true to a student lead learning environment.



Geoff Frost
Lecturer and Academic Fellow
in the Discipline of Accounting,
The University of Sydney Business
School



Reaven Yu
Lecturer, The University of Sydney
Business School

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Showcase: Session 2

Stream 3 — Sharing practice

Chair: Geoffrey Clifton

Showcase 3

A 4Y framework for using humour in teaching; A marketing case study



Vince Mitchell

Lecturer and Academic Fellow
in the Discipline of Accounting,
The University of Sydney Business
School



Ray Welling

Discipline of Marketing,
The University of Sydney

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Humour can aid learning, help with classroom management and make experiences for students and staff more enjoyable. Academics can sometimes shy away from using this technique because they believe they themselves need to be funny or that the subject they teach is not amenable to the use of humour. Whilst both of these considerations may be true, we ask people to question both barriers and explore a broader 4Y framework that goes beyond them to show how humour might be used in teaching. This framework involves You, Your content, Your students and Your teaching process. By adding the latter two Ys, we shift the focus away from traditional roadblocks to the use of humour. Next, building on the assumption that humour in class is beneficial to learning environments and therefore why we would do it, we focus on the how question and detail ways to create humour within the teaching and learning process. Although our examples are taken from the teaching of marketing as illustration of our framework, the framework itself is discipline agnostic. The value of the presentation comes from its ability to stimulate ideas for how to overcome barriers to the use of humour in class and to provide concrete example of how humour can be deployed which others may not have considered.

BREAK — 5 mins

Panel discussion

Chair: Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School

Reimagining learning & teaching in business education



Geoff Perry
Executive Vice President and Chief
Officer Asia Pacific, AACSB



Eliza Wu
Associate Professor, Discipline of
Finance, the University of Sydney
Business School

Dr Rebecca Dinnie
Education Integrity, The University
of Sydney

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► **BREAK — 5 mins** ►

Wrap Up & Close



**Associate Professor
Peter Bryant**
Associate Dean (Education),
The University of Sydney
Business School

Master of Ceremonies — Welcome to day 2



**Associate Professor
Elaine Huber**

Academic Director, Business
Co-Design, The University of
Sydney Business School

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Keynote address



Dr Amanda White

National Teaching Award winner
and Associate Head (L&T) of UTS
Business School

Introduction of sessions



**Associate Professor
Elaine Huber**

Academic Director, Business
Co-Design, The University of
Sydney Business School



Showcase: Session 3 and Lightning Talks 1

Stream 1 – Alternative delivery methods

Chair: Amer Khan

Showcase 1

Integrating a Chatbot with Canvas LMS– Managing student comms with AI and machine learning

In large units, responding to voluminous student inquiries and issues in a timely and user-friendly manner is essential. This showcase demonstration will walk you through the process of planning and implementing Bot Libre, a free, open-source chatbot and AI platform that can be hosted on your Canvas LMS. Bot Libre can be programmed with pre-defined scripts to FAQs and can also be trained through conversing with student users or chat logs. The affordances of using Bot Libre (Chatbot) are twofold; 1. A chatbot can quickly respond to a high volume of enquiries and lessen the burden of responding to the multiple occurrences of the same question types. 2. Chatbot logs can be used to identify persistent issues and remain as a learning artefact that coordinators can utilise as an analytics tool. Tony will bring a unit coordinator perspective and demonstrate the use of Bot Libre and chatlogs. Alicia will demonstrate what is required to integrate Bot Libre with Canvas and provide the code required to take Bot Libre live. This work draws on research by Biswas (2018) and Choccaro et al. (2021).



Tony Cannell

Associate Lecturer, The University of Sydney Business School



Alicia Hadiwidjaja

Web Services Team, The University of Sydney Business School

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Showcase: Session 3 and Lightning Talks 1

Stream 1 – Alternative delivery methods

Chair: Amer Khan

Showcase 2

Don't let a good crisis go to waste

The Leading in a Post-Crisis World program was developed in response to the COVID-19 pandemic. LPC is an innovative real-world authentic learning experience comprising of three flexible intersecting components in remote and hybrid modes. Students receive recognition for each LPC level they complete. This presentation focuses on the two curricular units– BUSS4921 and BUSS6103 . The LPC Team developed 13 episodes of interactive material. Content was presented in a non-linear fashion, where students were presented with key concepts and then explored their own learning options. Students could self-select their own study pathways, guided by the topics or presenters that appealed to them for their own unique journey. Students were encouraged to present their own narrative and responses to personal, local, and global challenges. This personal narrative is important as employers seek candidates who demonstrate not only academic worth, but can lead through interpersonal, story-telling and influencing skills. This generation will be defined as the COVID generation. In a world shut down by a global pandemic, LPC makes connections through group work and co-learning, allowing students to reach out to fellow students across borders, to support valuable associations which will last beyond their time at university.



Associate Professor Peter Bryant
Associate Dean (Education),
The University of Sydney
Business School



Danielle Eden
Interdisciplinary Researcher
at Business Co-Design, The
University of Sydney
Business School



Craig Gilliver
Academic Lead for Leading in a
Post Crisis World, The University
of Sydney Business School

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Showcase: Session 3 and Lightning Talks 1

Stream 1 — Alternative delivery methods

Chair: Amer Khan

Showcase 3

Bridging the design gap: A digital learning design perspective

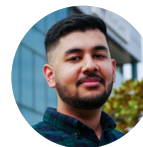
The Business Co-Design (BCD) learning design team aims to help transform the student learning experience at the Business School. We are committed to co-designing innovative, active and experiential learning experiences that blur the boundaries of digital and face-to-face learning. Our students are at the heart of everything we do, as we collaborate with our multi-disciplinary partners to develop evidence-based, equitable learning.

Our focus is on building sustainable Connected Learning at Scale (CLaS) units that bring engaging digital learning experiences to students. Simultaneously, we support our academic partners as they continue to work with these transformed units.



Stacey Petersen

Assistant Digital Learning Designer in the Business Co-Design team



Sunprit Singh

Assistant Digital Learning Designer in the Business Co-Design team



Benedicte Rokvic

Digital Learning Designer with the Business Co-Design team



Andrew Brock

Senior Learning Designer in the Business Co-Design team

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Showcase: Session 3 and Lightning Talks 1

Stream 2 – Sharing practice

Chair: Sabina Cerimagic

Showcase 1

Practitioner review and personalised feedback

This session showcases why and how an assignment, with support and feedback from professional accounting practitioners, was transformed into a supported, collaborative, and self-regulated learning experience. The practitioner review team explained by video the importance of teamwork, seeking formative feedback and how to reflect on and use it in the workplace. The assignment emulated a similar experience. Working in self-selected groups, students considered a complex financial reporting business world issue, shared their draft responses with the practitioner review team, who using SRES, provided personalized formative feedback and suggestions for improvement which students reflected on

and adopted for their final submission. The impact on the student experience and learning has been significant, measured by overall assignment performance, change in performance between draft and final responses and qualitative feedback. "The great aspect of this unit is we can get some feedback when we are working on the assignment e.g. Group report part A feedback", "the inclusion of professional feedback is exceptional and goes beyond what is expected yet it is essential for improvement", "I found I learned the most in the assignment work and really like the way the feedback was presented when doing the assignment" Unsolicited student feedback, USS.



Louise Luff

Lecturer and Academic Fellow
in the Discipline of Accounting,
The University of Sydney Business
School

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Showcase 2

How to track 'everything' when you are coordinating a large unit?

Imagine you have received the following mail from the discipline- "Congratulations! Your unit has been subscribed by 1300 students for the next semester. Please let me know what help you need to take the class." Excited! Scared! Whatever be your state of mind, I can share some of my hard learnt lessons while coordinating BUSS1000. I may not have answers to all your questions, but, I

have learnt how to navigate this large ship to the shore. In this presentation, I will show you how to track multiple data points coming from multiple source (e.g. Allocate system, Special consideration mails, Academic Honesty report etc.) so that you can be on the top of all moving parts.



Anish Purkayastha

Lecturer in Discipline of
International Business, at The
University of Sydney Business
School

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Showcase: Session 3 and Lightning Talks 1

Stream 2 – Sharing practice

Chair: Sabina Cerimagic

Showcase 3

Peer feedback provision at scale using Feedback Fruits

Transforming business school units into online courses pushed teachers and staff into providing better alternatives for constant feedback provision. The Canvas LMS environment provided a space for students to receive learning material, however, the peer review feature in the standard LMS proved to be insufficient to deliver feedback at scale. In the past semester, we implemented a new alternative for peer-review evaluation called Feedback Fruits. This tool streamlines the way students assess their peers' collaboration skills. The teacher specifies by which criteria students evaluate their peers' contribution to group work. Additionally, teachers can require students to elaborate, by

commenting on the feedback they provide their peers, thereby combining quantitative and qualitative feedback. After 6 months of testing with students and teachers, the Business CoDesign team was able to implement better practices to identify students at risk, identify low team performance and easily provide a fair grade based on contribution to teamwork. The tool is now an alternative used in business school to other available options like SparkPlus and SRES. Students received the tool as a good complement for Canvas and Teachers required less time to learn the basics of setting up a new Peer Feedback Activity.



Carlos Prieto Alvarez
Senior Learning Technologist,
The University of Sydney Business
School

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Showcase: Session 3 and Lightning Talks 1

Lightning Talks 1

Chair: Oliver Hannon

Lightning Talk 1

A systems approach to complex problem solving

Industry and Community Project Units bring students together from multiple disciplines to solve 'real world' problems typified by dynamic complexity. During the project, students are guided through a scaffolded process to take a holistic view of the problem. Using systems mapping students unpack the complex interactions between the system components and how interventions can contribute towards a desired outcome. This process serves two purposes: to identify peripheral variables that contribute to problem resolution; and to illustrate how multiple perspectives can be integrated in a problem space that may on the surface seem to align with one or two disciplines.



Rosalind Deaker

Senior Lecturer in Rhizobiology and Biological Nitrogen Fixation School of Life and Environmental Sciences, Faculty of Science, The University of Sydney



Corina Radulescu

Associate Director in Education, Enterprise and Engagement, DVC Education Portfolio and Lecturer in Business Information Systems, at the University of Sydney Business School

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Lightning Talk 2

#Pandemic pedagogy

Academics have struggled to find ways of coping with teaching and learning in a COVID disrupted world. This lightning talk is a both a general reminder of and specific an advertisement for the research resources available to academics when deciding on how their teaching and learning practices might change in the current environment. In general, when making these decisions we can turn to education journals for some guidance. However, only recently has it been possible for us to begin to see the guidance stemming from research conducted during the COVID-related disruption. The special issue of the Journal of Marketing Education on Pandemic Pedagogy is one such example and will contain research on topics such as; student issues like student attitudes toward performance, the effect of technological changes; faculty issues like working from home and upskilling challenges; pedagogical issues like exam integrity or how changes to the exam format related to learning outcomes; management issues like how the crisis response to teaching changes was managed by individuals or teams within disciplines, schools, or university administration and academic management.



Vince Mitchell

Professor and Head of Marketing, the University of Sydney Business School

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Showcase: Session 3 and Lightning Talks 1

Lightning Talks 1

Chair: Oliver Hannon

Lightning Talk 3

Implementation and evaluation of Canvas template at the Sydney Business School

This lightning talk will describe the development process and exhibits key features of an in-house Canvas template that was designed to enhance information engagement and active learning for students. The template was implemented in 14 units at the Business School. As many of the units shifted to online learning in response to COVID-19, the template was intended to be flexible and easy to use to lessen the workload and stress for staff. This poster exhibits key features of the Canvas template with five built-in pages and shares the evaluation results from 418 student responses and 14 staff responses to online evaluation surveys.

**Dewa Wardak**

Lecturer in Educational
Development with the Business
Co-Design team

**Andrew Cram**

Lecturer in Educational Design,
Business Co-Design, The University
of Sydney Business School

**Sandris Zeivots**

Lecturer in Educational
Development with Business
Co-Design at The University of
Sydney Business School

**Courtney Shalavin**

Learning Designer at The
University of Sydney Business
School

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Showcase: Session 3 and Lightning Talks 1

Lightning Talks 1

Chair: Oliver Hannon

Lightning Talk 4

Supporting offshore students – A pilot study

Building on our successful Peer Learning Group experience, we build satellite study groups in China to support off-shore students in order to enhance their learning experience and foster their bond with classmates. This project encourages students in nearby cities to study together and organise social gatherings. This project is supported by the Unit Coordinator and previous students who are located in China.

**Boris Choy**

Senior Lecturer, Discipline of Business Analysis at The University of Sydney Business School

**Nuo (Carol) Xu**

Student, The University of Sydney Business School

**Xiaoyong (Shaun) Luo**

Peer Learning Group (PLG) Facilitator

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➤ **BREAK — 5 mins** ➤

Showcase: Session 4 and Lightning Talks 2

Stream 1: Mixed themes – Sustainable teaching practices and sharing practice Chair: Paul Finn

Showcase 1

Complexity in use: a co-design approach for understanding complexity

**Corina Radulescu**

Associate Director in Education, Enterprise and Engagement, DVC Education Portfolio and Lecturer in Business Information Systems, at the University of Sydney Business School

**Sarira El-Den**

Pharmacist and Lecturer at The University of Sydney School of Pharmacy

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In business education, students face the challenge of understanding real world complexity without direct access to the business context. This is highly relevant in information systems (IS), as the systems manifest and evolve in their business context. Without such access, students developed only limited ability to successfully apply IS concepts in the workplace. In response to calls for embracing complexity in education, in collaboration with School of Pharmacy we designed a more effective interdisciplinary learning environment. We approach the classroom as a living community where students, academics, and business partners co-create the learning process. Students engage and learn through a scaffolded

process of discovery of real-world complexity. We achieve this through a “co-design” approach, rooted on three theoretical pillars: educational design theory – co-creation of learning with academics, students and partners; general design theory – a modification of design through practice; and complexity theory – a holistic interdisciplinary approach to understanding complexity. Over 2,500 students engaged with the design across Business and Pharmacy Schools. Initial evaluation highlights an increase in students’ ability to understand complexity. This is supported by an increase in the USS mean scores for overall learning experience and the skills required in the real world.

Showcase: Session 4 and Lightning Talks 2

Stream 1: Mixed themes – Sustainable teaching practices and sharing practice Chair: Paul Finn

Showcase 2

Object based learning to encourage creativity and critical thinking in a postgraduate unit

Skills in creative thinking and critical thinking have been highlighted as crucial graduate skills for 2020 and beyond. In addition, a recent World Economic Forum report noted that the disruption brought by the pandemic has further escalated the need for graduates to be well versed in these areas. However, only 45% of students enrolled in a postgraduate unit at a Business School viewed themselves as creative despite creative and critical thinking being incorporated into many universities' graduate qualities. To encourage and foster creativity and critical thinking engagement, we created an Object-based learning activity with Chau Chak Wing museum for the students enrolled in the postgraduate core unit. Object-Based Learning is considered beneficial in higher education as it enables students to interact with museum artefacts to explore their creativity and connect this interaction with their analytical and critical mindsets. This, in particular, is relevant to this Unit that enables students to see creativity and analytics in a different light. This paper outlines the design of the OBL activity in the Unit and reflects on the feedback received in Semester 1, 2021. The changes that we have implemented in Semester 2, 2021, in response to the feedback are then outlined. Undertaking this reflection throws more light into a curriculum design that incorporates creative, critical and analytical thinking in higher education.



Abdul Razeed

Lecturer, University of Sydney Business School



Elly Meredith

Lecturer in the Master of Commerce program within The University of Sydney Business School



Sandra Dwyer

Lecturer in the Discipline of Business Information Systems at The University of Sydney Business School

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Showcase: Session 4 and Lightning Talks 2

Stream 1: Mixed themes – Sustainable teaching practices and sharing practice Chair: Paul Finn

Showcase 3

The value of pre-work and how to 'get them to do it' in the new normal

"What are we trying to achieve when we set pre-work for our students? Are we achieving this if students are either not doing it at all or are only doing it a level that allows them to submit it on time and no deeper? Are we building habits that will support our students life-long learning as they move into their future careers? All of these aspects will be investigated authentically by utilizing examples from attendees units, with a focus on possible solution options for direct implementation into courses.



Robyn Martin
Casual Academic at The University
of Sydney Business School

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Showcase: Session 4 and Lightning Talks 2

Stream 2 – Students as partners

Chair: Maria Ishkova

Showcase 1

Using lecture attendance data to engage online students

Well before Covid-19 began, lecturers everywhere noticed alarming drop-offs in lecture attendance. This may have been caused by the ready availability of lecture recordings. Since attendance in lecture halls was rarely recorded, and unlikely to be combined with views of recordings, the actual impact was never quantified. While the current situation presents even greater barriers to student engagement, it allows us for the first time to fully record live lecture attendance, and combine it with lecture

viewing afterwards. Data from a large (n=1127) first year psychology cohort revealed a strong relationship between student grades and engagement with lectures. This aggregate data and the relationships found were fed forward to the next large cohort, along with individualised weekly attendance records. This has already been shown to motivate attendance, and also provides a source of evidence to advise students on their progress ahead of the census date.



Caleb Owens

Associate Lecturer in the Discipline of Work and Organisational Studies at The University of Sydney Business School

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Showcase 2

Learning community and lockdowns: “Feeling apart” vs “feeling a part of”

We piloted the “Leadership ship” game in S1-2021 and in S2-2021 we will modify it and build on its success in running 2 UoS, both UG and PG. The original Game promised up to 0.5 “bonus participation marks” to students who engage into providing feedback to their peers on a weekly basis and up to 0.5 “bonus participation marks” to students who are receiving appreciative feedback because of their influence on other students’ learning. Other than (1) creating a supportive learning environment, (2) developing skills related to giving and receiving feedback, the idea was that it would (3) encourage introverted students to engage

more by providing such feedback, (4) give us additional evidence about students’ small group participation otherwise mostly invisible to the facilitator and (5) contribute to the development of the GQ “Influence” and provide insights into how to measure it. During 8 Pilot weeks, 97 students provided 1403 pieces of feedback to their peers. The end of semester debrief revealed the most surprising unintended consequence – some international students were so proud of the feedback they received that they were sharing it via WeChat. We have signed permissions to use their video quotes during our presentation.



Maria Ishkova

Associate Lecturer in the Discipline of Work and Organisational Studies at The University of Sydney Business School

Business School Students

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Showcase: Session 4 and Lightning Talks 2

Lightning Talks 2

Chair: Wes Hamilton-Jessop

Lightning Talk 1

Synchronous-Asynchronous Hybrid Delivery in Large Classes

We introduce a synchronous workshop component into the current asynchronous delivery model in FINC5001. Synchronous workshops extend upon the philosophy of weekly wrap-up sessions by incorporating a review element at the end of the week, while also making it a live session. Our synchronous workshops combine weekly summaries with live practice questions and live Q&A sessions. Questions are facilitated during the session via Ed Megathreads and are answered live as well. Synchronous workshops can be an additional tool that instructors can utilize in a large-scale setting.



Evelyn Lai
Academic Fellow, The University of Sydney Business School



Mike Shin
Lecturer, The University of Sydney Business School

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Lightning Talk 2

Digital innovation by 2030 – wishful thinking?

The Pew Research Center is a nonpartisan fact tank that informs public debate on global trends, drawing on opinion polling, demographic research, content analysis, and data-driven social science research. Pew Research predicts more digital innovation by 2030 but how much is sustainable in our context and how much is wishful thinking?



Carmen Vallis
Leader of Co-Design Projects for the Connected Learning at Scale (CLaS) initiative, The University of Sydney Business School



Stacey Petersen
Assistant Digital Learning Designer in the Business Co-Design team

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Showcase: Session 4 and Lightning Talks 2

Lightning Talks 2

Chair: Wes Hamilton-Jessop

Lightning Talk 3

Engaging postgraduate students in team learning activities in Hyflex classes

Hyflex classes, with online and on campus students studying together, are likely to remain even after international students can return to campus due to their efficient use of teaching resources and the attractiveness of online learning to some students. However, teaching Hyflex is unlike teaching face to face or teaching online and it is particularly hard to engage students in learning activities, particularly within mixed online and on campus teams. This presentation explores what works well and what does not work well. Early mixing of online and on campus teams and extensive preparation and explanation of activities is recommended.



Geoffrey Clifton

Senior Lecturer in Transport and Logistics Management at The University of Sydney Business School

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Lightning Talk 4

Enabling interactive participation in project work for larger cohorts

How is it possible to engage and involve larger student cohorts in practical project work? Describing, showing and even demonstrating how to use relevant models or tools in a lecture-style format have their limitations. We know the saying that we tend to forget what we hear, remember what we see, and learn what we do. The unique method introduced in this session ensures large numbers of students can participate in real-time on practical applications for models and tools introduced by the instructor. The method involves organising student groups in a way that enables collaborative participation through the latest interactive learning platforms.



Gaia Grant

Lecturer in the Work-Integrated Learning Hub at The University of Sydney Business School

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► BREAK — 5 mins ►

Wrap Up & Close



**Associate Professor
Peter Bryant**
Associate Dean (Education),
The University of Sydney
Business School

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[Event Padlet](#) 



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