



L&T:22

University of Sydney
Business School
Learning & Teaching
Forum 2022



September 28 2022

Master of Ceremonies – Welcome to L&T Forum

📍 ABS Lecture Room 1130, Level 1, Abercrombie Building H70, The University of Sydney



**Associate Professor
Elaine Huber**

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

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Welcome to Country

📍 ABS Lecture Room 1130, Level 1, Abercrombie Building H70, The University of Sydney



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 In 2016 Yvonne was shortlisted for the Queenslander Literary Awards, Unpublished Indigenous Writer David Unaipon Award category and was awarded the 2017 Allen & Unwin Faber Writing Academy scholarship.

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Deputy Dean – Welcome from the Business School

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**Professor Suresh
Cuganesan**

Deputy Dean (Students
and External Partnerships),
The University of Sydney
Business School

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Welcome and Opening Remarks

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Prof. Joanne Wright

Deputy Vice-Chancellor
(Education), The University
of Sydney

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Master of Ceremonies – Introduction of Keynote

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**Associate Professor
Angela Knox**

Academic Director, Professional Development, The University of Sydney Business School

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Keynote Address

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Professor Karen Benson

Director, Institute for Teaching and Learning Innovation, The University of Queensland

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University Learning in Challenging Times: Embracing Co-Creation and Hyper- Hybridization

Karen has been employed by The University of Queensland (UQ) since 2001, initially as a finance academic and more recently in the Office of the Academic Board and the Institute for Teaching and Learning Innovation (ITaLI).

Over the last 12 years, she has held significant leadership roles, both within the Business School and at the broader University level. Her experience has resulted in a deep understanding of UQ's teaching and learning goals, processes and policies which enable leadership and delivery of ITaLI's agenda.

With a background in finance education and research, Karen has strengths in curriculum design for large undergraduate and postgraduate programs, teaching diverse student groups, delivery of executive education, assessment design, and qualitative and quantitative research methods.

Master of Ceremonies – Introduction of Sessions and Launch of People's Choice Award Polls

📍 ABS Lecture Room 1130, Level 1, Abercrombie Building H70, The University of Sydney



**Associate Professor
Elaine Huber**

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

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MORNING TEA BREAK (15 mins)



Showcase and Lightning Talks – Session 1

📍 ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 1A: **Assessment** Chair: Oliver Hannon

Showcase 1

An Integrated Approach to Complexity and Leadership Through Self-reflection and Action



Corina Radulescu

Lecturer, Discipline of Business Information Systems, The University of Sydney Business School



Andrew Cram

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

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In business education, students are often challenged to address complex problems to enhance their employability and leadership skills. In the Digital Business Specialisation Capstone, this was achieved through an integrated approach to complexity and leadership that prioritised self-reflection and action in leadership. Students were exposed to two parallel streams: a group project in partnership with industry, and an individual pursuit in leadership development. The group project required students to unpack a complex problem by filling the knowledge gaps through research and engagement within the capstone community of practice (i.e., across disciplines staff, students, and partners). In parallel, students

engaged in a process to enhance one of their weaker leadership skills, by leading a project area and using a scaffolded reflection in three stages. This self-reflection of leadership in action improved students' ability to understand themselves, and others. The approach success is demonstrated by 4.9 score on "I developed my capacity to exercise leadership" and 4.8 on "I developed my ability to respond creatively to novel problems." Students' feedback and testimonials in final reflections further support the value of this approach, particularly in building self-confidence by acquiring a wealth of knowledge while unpacking the complex problem within the community of practice.

Showcase 2

Detecting and Reducing Academic Misconduct in Programming Assessments



Dr Stephen Tierney

Lecturer in Business Analytics, The University of Sydney Business School



Priyanka Cheema

Tutor, School of Physics, The University of Sydney

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Programming assessments present a unique challenge for detecting academic misconduct since students can independently arrive at identical solutions, while students can also use various techniques to disguise their misconduct.

Understanding this challenge is key to developing effective strategies to not only detect, but to reduce academic misconduct. In this talk we will discuss the challenges we have faced and the strategies we have implemented. In particular we will outline our early intervention strategy, our techniques to both detect and verify misconduct, and the various tools involved.

Showcase and Lightning Talks – Session 1

📍 ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 1A: **Assessment** Chair: Oliver Hannon

Showcase 3



Andrew Allan

Associate Lecturer, Academic Language and Learning Support
Coordinator: Undergraduate,
The University of Sydney
Business School

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Meeting the Academic Integrity Needs of Academics and Students Through Cadmus

It falls on the shoulders of unit coordinators to mitigate risk and prevent plagiarism under mandated Academic Integrity requirements. Amid this increasing focus on AI breach prevention, and on a scale unprecedented at the University of Sydney, Undergraduate Learning support trialled a unique 'Referencing and Citation' intervention to meet the needs of both academics and students through the Cadmus platform. Over 1500 transitioning students complete an online Diagnostic annually. Cadmus facilitated this unique intervention through an in-task pop up, activated when students paste excessive amounts of text into the workspace. The Showcase will demonstrate how Cadmus

introduces standards of referencing at the Business School through a practical 'real time' feedback mechanism. Of the 1013 Diagnostic submissions in Semester 1, 54 received warnings and citation guidance, and for the first-time credit bearing assessments can be reviewed for comparison against the Diagnostic, and when it all goes pear-shaped with a pop-up explosion, instructor workload can be reduced through a self-contained 'how to cite' manual. There are significant mechanisms currently in place to deal with academic honesty issues, however the Diagnostic may now be considered a triaging tool to assist in the early identification of students who require additional assistance with AH.



Showcase and Lightning Talks – Session 1

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Session 1A: **Assessment** Chair: Oliver Hannon

Showcase 4

Cadmus – A Powerful Tool for Improving Academic Integrity Outcomes for Take Home Assessments



Simon Loria

Lecturer, Discipline of Business Analytics



Danny Li

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We recently participated in the Business School's Cadmus pilot program, with the aim of improving integrity and compliance outcomes across a range of take-home assessment tasks in a mid-scale MCom unit. The Cadmus platform enables the implementation of a holistic approach to online assessment that "balances education, prevention, and detection of academic misconduct – without imposing on student privacy." Our experience was that Cadmus is a fit for purpose tool that helped us achieve our stated objectives. We saw highly significant improvements in integrity outcomes and student compliance – as measured by lower Turnitin scores and a reduction in penalties respectively. Compared to previous offerings of the

unit, average Turnitin scores for submitted assignments more than halved, while student compliance improved by a factor of three, when comparing penalties applied in the first assessment against those applied in the final assessment.

The showcase itself will focus on three areas. Firstly, a practical demonstration of how to set up assessments in Cadmus including an examination of the analytics that sit behind the platform which make it so powerful. Secondly, a more detailed explanation of the integrity and compliance outcomes and lastly, several student reflections of their experience using the Cadmus platform.

Showcase and Lightning Talks – Session 1

📍 ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70, The University of Sydney

Session 1B: Employability/Transition to Workplace Chair: Raffaele Ciriello

Showcase 1

Using the Corporate Board Theatre to Enrich WIL

In this showcase, we will discuss some experiences from the WIL and Finance/Banking Capstone units on the use of the corporate board theatre in enriching students' learning experiences and development of employability skills. We provide specific recommendations and examples to support cooperative learning for more equitable and inclusive WIL teaching practice in Business education.



Eliza Wu

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



Dr Steven Hitchcock

Lecturer in Work-Integrated Learning, The University of Sydney Business School



Dr Kaiying Ji

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



Associate Professor Rachael Hains-Wesson

Director of Work Integrated Learning, The University of Sydney Business School

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Showcase 2

Looking Ahead – A Focus on Future Skills

The challenge: how to prepare accounting students for an ever-changing future that requires them to possess technical, professional, and interpersonal skills that are adaptable to different business scenarios and challenges. Using the COVID-19 pandemic window of change and the Bespoke unit support program the teaching team redesigned a core, first-year accounting unit with a connection to professional accounting practices and business insight's theme. Through embedding technology such as Excel, focusing on reflective and critical thinking assessments and explicit work along real-life examples, students encountered a future accountant and business professional experience. Examples of how technologies have been adopted, assessment tasks reimaged and constructively aligned, and the types of feedback tools used will be showcased.



Janine Coupe

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



Louise Luff

Lecturer, Discipline of Accounting, The University of Sydney Business School



Mark Waddington

Associate Lecturer in the Discipline of Accounting, The University of Sydney Business School

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Session 1B: **Employability/Transition to Workplace** Chair: Raffaele Ciriello

Showcase 3



Dr Steven Hitchcock

Lecturer in Work Integrated Learning Hub, The University of Sydney Business School

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Authentic Addendums: Creating Career Development Learning Opportunities in Each Assessment

Authentic assessments give students the “opportunity to apply their disciplinary learning to work-based and professional scenarios” (Kaider, Hains-Wesson, & Young, 2017). However, we often speak of some assignments either being wholly authentic, wholly inauthentic, or somewhere in between. For many, the creation of an authentic assessment can be intimidating and off-putting insofar as it could represent a redesign of an entire assessment item. In this presentation, I will showcase an innovative way to create “authentic addendums” in your assessments which serve to increase authenticity and drive career development learning within existing assessment items.

This approach has two additional bonuses in that

(a) it allows us to develop our teaching and learning practice in an incremental/ approachable manner, whilst

(b) facilitating career-development learning opportunities for each and every assessment item. In this talk, I will showcase two such examples of authentic addendums from different units of study, including a discussion on rubric-based grading, and student feedback. The session will wrap up with a micro workshop on how you can employ “authentic addendums” for your assessments in your units of study.

Showcase and Lightning Talks – Session 1

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Showcase 4

Accounting Capstone Project with USYD's Sydney Analytical

The presentation will narrate and reflect on the capstone project for the Master of Commerce – Accounting Specialisation. The capstone project is special because it is a collaboration with Sydney Analytical (SA), a CORE research facility of the University of Sydney. As a collaborative project, SA co-developed the capstone project by providing unprecedented access to its staff, records and facilities. The presentation falls under the categories: student engagement and employment and transition to workplace. As a capstone project, students responded to a challenge to provide insights and recommendations on how SA could create and measure value for its primary stakeholders. Acting as consultants, students were provided a window to the work of accountants by developing their analysis of and recommendations to SA over a period of 10 weeks. They started with a preliminary proposal, which was finalised based on peer feedback engagement. This aspect of the project mimics how consulting teams have to present to their peers and superiors to craft recommendations to client. Students finetuned their analysis with workshop activities and a Q&A session with SA. The Q&A session parallels how consultants seek relevant information from clients. Students presented their proposals for improving and measuring values to academic staff and the top 3 projects were assessed by SA staff. The best project was impactful because SA took on board a number of the recommendations.



Dr Maria Cadiz Dyball
Associate Professor, Discipline
of Accounting, The University of
Sydney Business School



Antonije Krivokapic
Discipline of Accounting, The
University of Sydney Business
School



Dr Peter Southon
Operations Manager, Sydney
Analytical, The University of
Sydney

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Showcase and Lightning Talks – Session 1

📍 ABS Seminar Room 2290, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 1C: Team-teaching and Sustainable Teaching Practices Chair: Danika Wright

Showcase 1

Together We Do More: How the Unit Co-ordination Worked in FINC6013

We build our academic life on collaboration; however, in most cases, if not all, collaboration occurs in research. Teaching collaboration is an underexplored avenue to manage our increased load in teaching and associated administration. Though we are often involved in team teaching, co-ordination is an innovative idea. From our experience of coordinating in Finc6013, a large postgraduate unit, we experimented and learned how effective collaboration in coordinating had improved both teaching and learning experience in this challenging environment.



Dr Juan Yao

Senior Lecturer, Discipline of Finance, The University of Sydney Business School



Dr Wei Cui

Lecturer, Discipline of Finance, The University of Sydney Business School

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Showcase 2

An Exploratory Study on Grade Inflation Practices at a Higher Education Institution

Anecdotal evidence suggests that there is grade inflation at a large university in Australia over the past 5 years. The presence of grade inflation has led to a decline in public confidence and acts to undermine the many sound teaching and learning practices in higher education (Jephcote et al., 2021). Studies (Jephcote et al., 2021; Kostal et al., 2016; Heulett, 2013) have also highlighted the pressures on faculty, reduction in the motivation of students, and consequences of a grade compression in higher education. To establish grade inflation, this paper tests, whether



Dr Abdul Razeed

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



Dr Craig Mellare

Deputy Head of the Discipline of Finance, The University of Sydney Business School

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the average grades of students with similar ATAR scores have significantly changed, over a 10 year period. We then investigate factors that may have caused that inflation. The implications of this study will not just inform the debate on grade inflation but have the potential to radically redesign how assessments are designed and graded. With the focus on graduate attributes at many higher education institutions, the findings of this study will have important policy and pedagogical implications for higher educational institutions.

Showcase and Lightning Talks – Session 1

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Showcase 3

Educating the Responsible Management Accountant Through Keith Tulloch Wines

The fundamental concepts, tools and strategic thinking of management accountants are traditionally taught to students by means of a series of disconnected worked examples. The challenge with this approach, however, is that it does not accurately represent the reality of organisations operating in global contexts for whom internal strategies and operations need to be aligned. Moreover, such strategies and operations also need increasingly to respond to environmental and regulatory pressures arising as a consequence of climate change. In the main, however, sustainability-related topics are taught as an add-on in week 13, or as discrete units of study, rather than as a fundamental consideration integrated into 'mainstream' units. In redesigning ACCT2019 Management Accounting, a core unit of study for undergraduate students majoring in accounting, our aim is thus twofold:

1. to develop a real-life case that enables management accounting to be taught through a single integrated case, and
2. to integrate into this case and the teaching materials developed a demonstration of the ways in which climate change impacts an organisation's costs and decision-making.

Through 2019–20221, with the aid of an Education Innovation Grant, we redeveloped ACCT2019 by working with a Hunter Valley winery, Keith Tulloch Wines. We did so by interviewing managers within the organisation and, from this, developing case material to be incorporated in lectures throughout the semester. These materials include short videos that bring to life the relevance of topics taught in a given week, as well as worked case examples for inclusion in our lecture slides. In doing so, we remove the segmented curriculum model and illustrate how the organisation's strategies and operations have evolved in response to climate change. Through this work we contribute to calls for the development of more integrative learning in accounting education (Calderon et al., 2018), as a way in which to encourage greater reflection and internalisation of new knowledge (Hughes & Scholtz, 2015) and critical thinking (Lin & Jou, 2013). The integration of a case revolving around the effects of climate change, further allow us to respond to proposals to incorporate climate change into non-climate disciplines (Molthan-Hill et al., 2021), as a way of accelerating awareness to a student body whose working life will be governed by a changing climate.



Dr Tanya Fiedler

Lecturer, Discipline of Accounting, The University of Sydney Business School



Dr Vijaya Murthy

Senior Lecturer, Discipline of Accounting, The University of Sydney Business School



Associate Professor Ravi Seethamraju

Discipline of Accounting, The University of Sydney Business School

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Session 1C: Team-teaching and Sustainable Teaching Practices Chair: Danika Wright

Showcase 4



Jane Kerr

Associate Lecturer, Discipline of International Business, The University of Sydney Business School

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Strategic Framework for Feedback at Scale

The growing trend for massification in higher education delivery has contributed to challenges in student engagement and experience. This has been further compounded by the global pandemic, with the sector experiencing reduced financial, staffing and resourcing budgets. Recently published in the *Assessment & Evaluation in Higher Education* journal, the authors identified the delivery of meaningful feedback at scale as a critical emerging challenge. Although models of feedback exist within education, there are few discipline-agnostic frameworks for providing feedback that accounts for first-year education in the context of massification. With a focus on feedback within large-scale teaching and the first-year experience, and drawing on the authors' lived experiences from the University of Sydney's Business School and School of Architecture, Design and Planning, the presentation proposes a conceptual non-disciplinary framework to scaffold the delivery of timely feedback in three stages. The proposed 'strategic framework for feedback at scale' promotes deeper first-year undergraduate students' learning and engagement across multiple teaching contexts through the feed-forward assessment design of automated ongoing feedback, peer-led staged feedback and teacher-led staged feedback. Examples of activities are discussed as well as steps for implementation applicable to tailoring to any discipline setting. Further information can be found under the published article: <https://doi.org/10.1080/02602938.2021.1959517>

Showcase and Lightning Talks – Session 1

📍 ABS Seminar Room 2130, Level 2, Abercrombie Building H70, The University of Sydney Business School

Lightning Talks Session 1: **Mixed Themes** Chair: Carmen Vallis

Lightning Talk 1



Roel Boomsma

Senior Lecturer in the Discipline of Accounting, The University of Sydney Business School

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Business Simulation Games as an Authentic Assessment Tool

In this lightning talk, I will discuss how business simulation games can be used as a form of authentic assessment that exposes students to information technology while simultaneously addressing critical thinking and enhancing students' business acumen. First, I will explain the key features of business simulation games. Second, I will share the main lessons learned

from designing a business simulation assignment that requires students to make strategic decisions about process automation, the implementation of accounting software, and inventory management. Finally, I will reflect on how business simulation games can encourage students to learn by doing and support their employability.

Lightning Talk 2

A Specialization-level Digital Portfolio to Enhance Students' Employability

Graduates are challenged to showcase their knowledge and skills to prospective employers, listing in their CV and job applications courses completed instead of presenting their learnings. To empower students to better express their skills learned in the Digital Business Specialisation, we introduce a comprehensive digital portfolio via a staged approach. The portfolio encourages the demonstration of skills and knowledge acquired throughout the foundation, elective, and capstone units. Focusing on real-world application of learning, students develop their ability to communicate transferable skills when they transition into professional careers. This approach can be extended at program level to enhance graduates employability.



Sebastian Boell

Senior Lecturer of Business Information Systems, The University of Sydney Business School



Dirk Hovorka

Professor of Systems and Design in the BIS Discipline, The University of Sydney Business School



Na Liu

Senior Lecturer of Business Information Systems, The University of Sydney Business School



Corina Radulescu

Lecturer, Discipline of Business Information Systems, The University of Sydney Business School

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Lightning Talks Session 1: **Mixed Themes** Chair: Carmen Vallis

Lightning Talk 3



Terry Wickenden

Academic Tutor, Discipline of International Business & WOS, The University of Sydney Business School

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Breakout Ninja – Engaging Remote Learners in Ways Not Possible In-person

In 2022, pandemic challenges forced another cohort of first-year undergrad students to experience a transition to university impacted by disruption and isolation. I decided to stay the course. I continued the development of my remote teaching focus on student engagement with a goal to match what is possible in-person. I transformed the use of Zoom Breakout

Rooms to create peer-learning and other novel engagement activities before and after weekly tutorials. This seemed to have created a more connected, engaged cohort than earlier semesters. Student feedback and end-of-semester survey results indicate increased student satisfaction with their learning despite the pandemic upheaval.

Lightning Talk 4



Robyn Martin

Lecturer in Academic Development and Leadership in both the University of Sydney (USYD) Deputy Vice Chancellor Education Portfolio and the USYD Business School

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The Five Main Considerations of Hybrid Teaching

Most of us have 'dabbled' in Hybrid or hyflex teaching over the last few years, but what are the pivotal aspects that need to be considered to have a strong student experience for both students receiving the delivery face-to-face and the ones consuming the delivery online? This Lightning Talk will define hybrid teaching as we know it today and cover off the 5 key aspects you need to consider to optimise your student's hybrid learning experiences....in a flash.

Showcase and Lightning Talks – Session 1

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Lightning Talks Session 1: **Mixed Themes** Chair: Carmen Vallis

Lightning Talk 5

Do Not Publish This Module! Unite Your Teaching Team Using Canvas



Rachael Lowe

Digital Learning Designer, Business Co-Design, The University of Sydney Business School

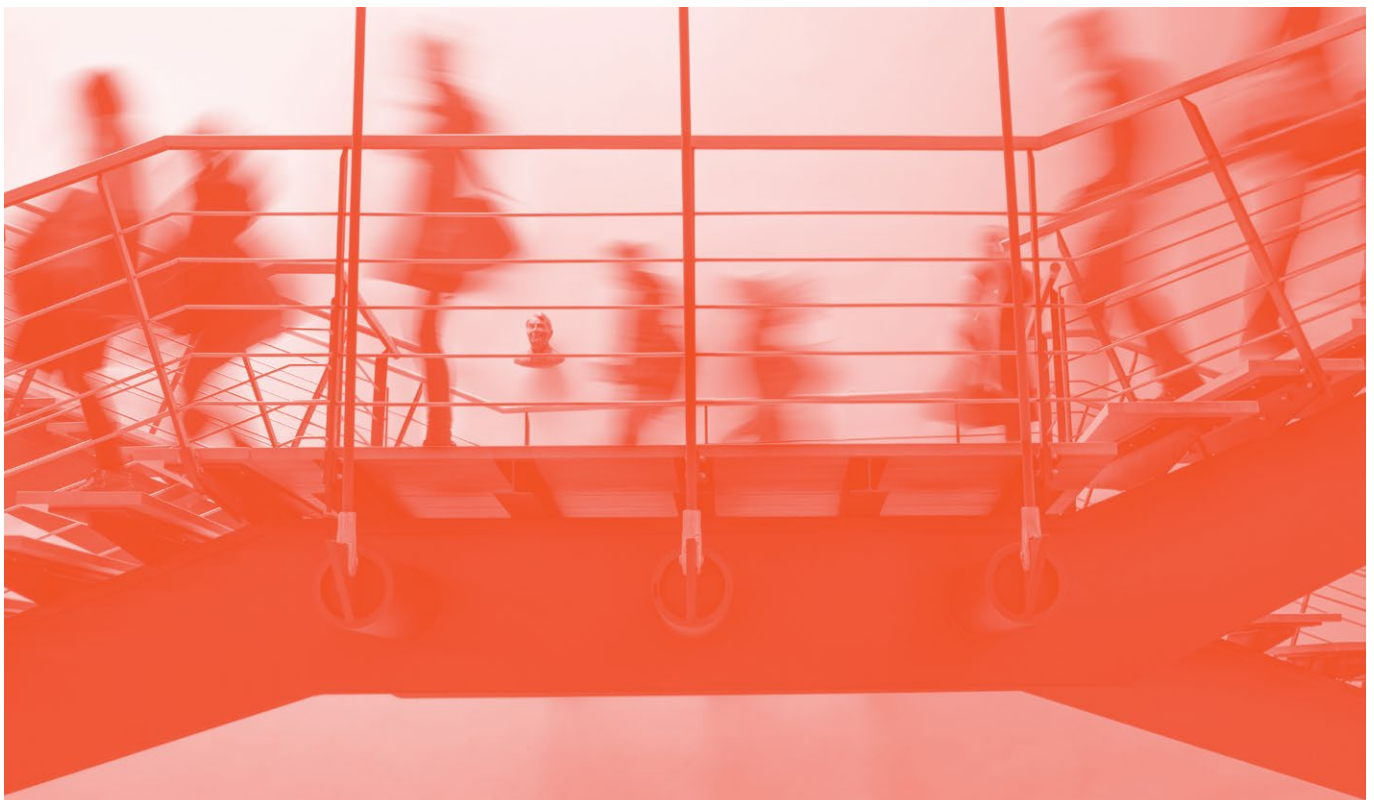


Sunprit Singh

Assistant Learning Designer, Business Co-Design, The University of Sydney Business School

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We will showcase one idea to help teaching teams collaborate by using an unpublished module in their Unit of Study Canvas sites to share resources. The concept is simple and adaptable for different courses and teaching teams and particularly for teams that may change each semester. These will benefit Unit of Study coordinators, Lecturers and Tutors via tasters of different examples such as a Padlet support guide for Tutors, an assignment marking schedule or a weekly workshop preparation page. After the session, we can share to Unit of Study Canvas sites or via a short video of set up and tips.



Showcase and Lightning Talks – Session 1

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Lightning Talks Session 1: **Mixed Themes** Chair: Carmen Vallis

Lightning Talk 6

Quick Connections with Humour

How do you get students attention and show you care when you only see them online? It was time to try something new. Utilising the Student Relationship Engagement System (SRES), we used humour to create connections with students by sending short emails that highlighted our personality. By fostering a relationship with students, we started a conversation that led to less feelings of isolation. By knowing we cared, students were more likely to take notice of the important assessment feedback that would come later in the semester. This is a quick, sustainable practice easily adapted by educators across the Business School.



Janine Coupe
Lecturer in the Discipline of Accounting



Angela Hecimovic
Lecturer of Discipline of Accounting, The University of Sydney Business School

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LUNCH BREAK (60 mins)



Research and Student Experience

📍 ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70, The University of Sydney Business School

Student Experience Chair: Jane Kerr

Student Experience Session

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Embracing Industry Engagement in the Classroom: the Student Experience

[The Engage Asia Challenge](#) - Sandra Alday and Participating Students

[Leading in a Post-Crisis World](#) - Craig Gilliver and Participating Students



Research and Student Experience

📍 ABS Case Study Lecture Theatre 1070, Level 1, Abercrombie Building H70, The University of Sydney Business School

Research Papers Chair: Elaine Huber

Research Presentation 1

Cultivating Entrepreneurs and Innovators Through Connected Learning

This study investigates the application of connected learning approaches to entrepreneurship education. To identify effective pedagogies to develop students' entrepreneurial mindsets and innovative capabilities, we interviewed 11 teaching award winners in a tertiary education institution and 3 managers from a Centre for Entrepreneurship. Initial results show that connected learning has been applied across disciplines but in different pedagogical forms. Peer-supported, interest-powered, shared-purpose, and production-centred teaching and learning have been frequently used to foster engagement and to develop students' enterprising attributes. Entrepreneurship educators can leverage these pedagogies to construct a socially embedded and interest-driven learning environment for students.



Dr. Qingqing (Claire) Bi
Department of Management,
Marketing & Entrepreneurship,
UC Business School, University of
Canterbury



**Associate Professor
Cheryl Lee Brown**
School of Educational Studies
and Leadership, University of
Canterbury

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Research Presentation 2

Finding Imperfection and Impact: Developing Self Reflection in our Future Managers

This paper explores how student self reflections in a compulsory core business ethics and sustainability course were enhanced by underpinning the process and teaching with personal narratives for recognition framework. By encouraging (and perhaps incentivising) the students to take a weekly stepwise approach calling for the students to document authentic impact and change, students learned to be more vulnerable, and consider how education is transformative.



Dr Lynn Gribble
Department of Management,
Marketing & Entrepreneurship,
UC Business School, University of
Canterbury

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Research and Student Experience

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Research Papers Chair: Elaine Huber

Research Presentation 3

Framework for Evaluating Online Assessment in Business Education: Trade-offs in Promoting Innovation

The rapid transition to online teaching due to the COVID-19 pandemic has highlighted various challenges in designing and implementing online assessment. As part of a research project funded by ABDC, we have developed a framework to evaluate online assessments against six design considerations and four contextual factors. Assessments must ensure academic integrity, be authentic, allow for the provision of quality feedback, support a positive learning experience for students, assure the integrity of student information and be delivered so that all enrolled students have an equal chance to complete the assessment successfully. Accreditation, resourcing, scale and institutional policies are contextual factors integral to evaluating and creating quality online assessment designs. Our study also revealed the tensions between increased efficiency and introducing innovation.

To encourage the framework application, in this workshop we first introduce the participants to the framework. Second, we task them to employ the framework when designing innovative assessments within a set of given contexts. This will open a dialogue among business educators to explore and discuss strategies for designing and implementing innovative online assessments. We therefore aim to uncover productive discourse to help educators manage their challenges with online assessment and embrace new opportunities in today's online world.



Andrew Cram

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



Sandris Zeivots

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



Corina Radulescu

Lecturer, Discipline of Business Information Systems, The University of Sydney Business School

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BREAK AND WALK TO NEXT SESSION/PANEL DISCUSSION (5 mins)



Panel discussion

📍 Lecture Theatre 1130, Level 1, Abercrombie Building H70, The University of Sydney

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

Where to From Here for Higher Education in the Next Few Years?



Robert McLean
Manager, Corporate Category and Governance, Procurement, Finance, Reserve Bank of Australia



Catriona Lavermicocca
Assessment Development Manager, Chartered Accountants Australia & New Zealand (CA ANZ)



Marni Lysaght
Vice President, Equity Research at Macquarie Capital

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AFTERNOON TEA BREAK (15 mins)



Showcase and Research – Session 2

📍 ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 2A: Student Engagement or Experience Chair: Robyn Martin

Showcase 1

Cultural Consultation in Work Integrated Learning Placement Programs Through a China Lens



Stacey Petersen

Digital Learning Designer, Business Co-Design, The University of Sydney Business School



Associate Professor Rachael Hains-Wesson

Director of Work Integrated Learning, The University of Sydney Business School

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This showcase delves into the process of how we utilised student and staff voice, as well as cultural consultation to develop a meaningful online learning experience for a placement program in China. Although students complete this course through an Australian University, it is important to ensure that students are provided with the opportunity to become co-developers, reflecting on their unique experiences, and learning requirements to inform the design choices teachers are ultimately responsible to make (Hosein & Roa, 2019). There were multiple facets to our approach. The first phase involved interviewing students who had previously completed the program about their experiences and challenges. Next, multiple brainstorming sessions were instigated to include the sharing of ideas between the teacher, students, colleagues, and the learning designer who took an active leadership role throughout the design process. These sessions were always based on students' responses to the evolving online learning environment being established as well as peer review inputs. We then, embedded new content based on the discoveries made. The second phase involved cultural consultation around specific additions that embody Chinese culture, helping to personalise the course to the cohort. And finally, we invited additional student reviews of the site, including staff who had previously completed and taught the course to test the new content that focused on students' experiences in the unknown and often overwhelming placement experience. Our purposely designed process ensured that the resulting insights helped shape the renewed course design, highlighting key areas of focus, such as clear expectation setting, time management skill development, and supporting students' mental wellbeing.

Showcase and Research – Session 2

📍 ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 2A: Student Engagement or Experience Chair: Robyn Martin

Showcase 2

Teaching Leadership in Post-Crisis Through Object-Based-Learning



Dewa Wardak

Lecturer in Educational Development with the Business Co-Design team, The University of Sydney Business School



Lilia Mantai

Senior Lecturer, Course Enhancement, Business Co Design, The University of Sydney Business School

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Being a leader for good, managing through and past crisis is a critical skill for any graduate. In BUSS4921 (Managing Post-Crisis Through Action Research), students develop the skills and capabilities of effective leadership to solve critical global and local challenges. In semester 2 2022, we are designing an innovative way to teach students about leadership through engaging with Object-Based-Learning (OBL). OBL is the active integration of objects into the learning environment to aid in the acquisition of subject-specific skills, cross-disciplinary knowledge, practical observational and other transferable skills. Students will visit the Chau Chak Wing

Museum to engage with a selection of artefacts and artworks that represent different types of leaders in different cultural contexts over time. Students will work in small groups with a carefully selected group of objects to reflect on and explore what it means to be a leader for good. The Chau Chak Wing Museum holds significant and transdisciplinary collection of items that can enhance student engagement with the concept of leadership and challenge them to think differently. In this presentation, we will share how OBL in the museum can engage learners, particularly those from disciplines that do not usually hold classes in the museum.

Showcase 3

Deep Fakes and Deep Questions: AI Avatars as Guest Lecturers



Carmen Vallis

Lecturer (Educational Development), The University of Sydney Business School

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The growing use of Artificial Intelligence (AI) poses ethical challenges in business. We demonstrate the design of an interactive module on ethical AI in the context of INFS6018: Managing with Information and Data. INFS6018 students were immersed in real-world ethical issues through an AI generated 'Guest presenter'

on ethics. Using AI posed ethical questions from a production perspective. We invite participants via poll, chat, and discussion to engage with the topic and each other. Participants will be able to explore an AI module on Canvas. We wrap-up by sharing student responses from focus groups to their experiences of AI avatars.

Showcase and Research – Session 2

📍 ABS Seminar Room 2130, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 2B: Mixed Themes Chair: Maria Cadiz Dyball

Showcase 1

Critical Reflection as an Authentic Assessment Mode in Strategy, Innovation and Management Learning



Dr Jessica Tyrrell

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



Dr Paul Finn

Lecturer (Education Focused), Discipline of Strategy, Innovation and Entrepreneurship, The University of Sydney Business School

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We present an example of how a closed book exam was re-imagined into an authentic critical reflection task to support student learning in the Foundation of Strategy, Innovation and Management unit. Students learn introductory management skills and capacities, along with applying common strategy and innovation frameworks and theories to real business cases. There is a focus on responsible management and ethical business management, and the managerial mindsets required to think strategically and innovatively in uncertain times. As part of the CLaS project, a new design was created to support the assessment of students' managerial skills such as collaboration, critical thinking and problem-solving. The design of the new assessment was guided by CLaS Principle 3 – use of authentic assessment and feed-forward. While final exams have been the norm in the Business School, the challenges associated with managing online exams provided impetus to explore alternative assessment types. The final exam was re-designed into an authentic critical reflection task. This mode of assessment is based on an assessment for learning approach. We detail the assessment design process, outline its features, including the use of a modified version of the 5Rs framework, and share student feedback that has led to further improvements.

Showcase and Research – Session 2

📍 ABS Seminar Room 2130, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 2B: Mixed Themes Chair: Maria Cadiz Dyball

Showcase 2

Nurturing Graduate Employability with Pro-social Engagement



Dr Raffaele Ciriello

Lecturer, Discipline of Business Information Systems, The University of Sydney Business School



Dr Blair Wang

Lecturer, Discipline of Business Information Systems, The University of Sydney Business School

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Graduate employability – the ability to find, create, and sustain meaningful work across the career lifespan and in multiple contexts (Bennett, 2020) – is a top priority for the University of Sydney. Our graduates have been ranked the most employable in Australia and fourth globally (QS, 2022). Although our industry engagement is world class, focusing predominantly on corporate partnerships (University of Sydney, 2022), much potential has remained underutilised in our pro-social engagement – that is, partnerships with non-profits, charities, civil society organisations, non-governmental organisations and the like, whose shared primary purpose is not profit (as with corporations) or public services (as with government institutions)

but philanthropy. In this presentation, we showcase how we nurtured graduate employability with pro-social engagement across three units in the Business Information Systems major: INFS1020, INFS2010, and INFS3600. We present and critically discuss key learning activities, assessment principles, and exemplary student works in relation to the University of Sydney's twelve dimensions of employability and the United Nations' sustainable development goals. Reflecting on our experiences and lessons learned, we propose that pro-social engagement can helpfully complement industry engagement, increasing not only our graduate employability but also contributing to our vision of leadership for good.

Showcase 3

Virtual Agile Learning Management – a Structured Approach to Student Teamwork



Dr Rohan Miller

Senior Lecturer, Discipline of Marketing, The University of Sydney Business School

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Please meet Val, an acronym for a hybrid learning concept embedded in the principles of agile management. Val, which is short for virtual agile learning, guides students to use using contemporary teamwork practices while providing focus for teaching teach to create/find/ adapt and deliver innovative learning materials that are relevant to the real world. Our narrative runs across the whole semester with different stories of applied theory being provided each week. To explain a little further, (V) Virtual is liberally defined to represent our use of technology; for example, the content is fresh and delivered online. This can include

proprietary from industry data, excel for Gantt charts and Atlassian products that can be used by students where-ever they may be. (a) Agile refers to our use of agile management practice that promote teamwork, planning and deadlines, and a constructive culture within each team. Notably, #wegetveryfewcomplaints:) The teaching team's approach to (l) learning to produce industry ready thinking graduates. A key component is the tutoring team, who are all experienced industry marketers prepared to try something new, share their expertise and encourage students to research, understand and adapt theory and learn.

Showcase and Research – Session 2

📍 ABS Seminar Room 2290, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 2C: Mixed Themes Chair: Juan Yao

Showcase 1

Engaging Students in Complex and Multi-disciplinary Content: The BUSS5220 Meta Narrative Video Series



Dr Anna Young-Ferris
Lecturer in the Discipline of Accounting, The University of Sydney Business School



Dr Max Baker
Senior Lecturer in the Discipline of Accounting, The University of Sydney Business School

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Multi-disciplinary teaching is necessary to future proof students in relation to rising complex and wicked problems businesses face. However, it can also generate confusion when content lacks integration due to heterogeneous inputs from different disciplinary perspectives. In this session we explore one approach to mitigating this problem in BUSS5220 Responsible Business Mindset. Our Meta Narrative Video Series involved developing a familiar roadmap of stakeholders to guide students through multi-layered issues from multiple disciplines. We will explore our process, the framework, and our student survey results about the effectiveness of the Meta Narrative Video Series. Specifically, how it led to greater engagement with unit content, and where it could improve.

Showcase 2

Parallel Projects: a Model for Low-risk, High-impact Interdisciplinary Projects



Dr Steven Hitchcock
Lecturer in Work Integrated Learning Hub, The University of Sydney Business School

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Interdisciplinary effectiveness is one of the University's nine graduate qualities however it remains challenging for any one teacher to introduce, assure, or master effectively on their own. Generally speaking, Schools tend to rely on centrally-supported strategic initiatives to ensure students have the opportunity to engage with their colleagues across the University. Further, interdisciplinary projects tend to be intrinsically complicated both pedagogically, administratively, and pedagogically. However, interdisciplinary learning opportunities are compelling for students and offer unique opportunities to develop key employability and life skills. In this talk, Steven Hitchcock will

demonstrate his model of 'Parallel Projects' currently being piloted in the Business School in undergraduate, project-based work. Steven will first provide background on the importance and interdisciplinary work and discuss how he came to collaborate with the School of Medical Science and the School of Veterinary Sciences to deliver an industry-engaged, experiential program without the need to create any new unit codes or program requirements or request additional development funding from the school/university. Steven will then demonstrate the operating model for 'Parallel Projects' and provide preliminary student feedback on this pilot program.

Showcase and Research – Session 2

📍 ABS Seminar Room 2290, Level 2, Abercrombie Building H70, The University of Sydney Business School

Session 2C: Mixed Themes Chair: Juan Yao

Showcase 3

Dynamic Pictures for Greater Information Engagement

Visual explanations are vital for helping students understand concepts. However, educators often provide static visuals that describe, rather than depict a concept. Dynamic pictures on the other hand can improve learning by allowing students to manipulate parameters of a system and understand the impact on the system as a whole. Dynamic pictures are well suited to visual explanations, because the information to be conveyed can be represented by the parameters. When the information changes, so does the visual image. In this showcase we will outline Bret Victor's concept of 'dynamic pictures', and present a range of interactive tools we've been using in online modules in a first-year Data Science unit in the Master of Commerce program. While some of our earlier tools provided ways for students to interact with content, more recent designs have started to move towards supporting more dynamic representations. We will also present the feedback we received from students on the initiative and our plans to further develop a greater range of dynamic pictures in future iterations of the unit.



Dr Stephen Tierney
Lecturer in Business Analytics,
The University of Sydney
Business School



Enosh Yeboah
Assistant Learning Designer,
Business Co-Design, The University
of Sydney Business School



Dr Stephanie Wilson
Senior Lecturer and Deputy
Director CLaS Project, Business
Co-Design, The University of
Sydney Business School

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Showcase and Research – Session 2

📍 ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70, The University of Sydney Business School

Research Papers Chair: Angela Knox

Research Presentation 1



Danika Wright

Senior Lecturer in the Discipline of Finance, The University of Sydney Business School

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Engagement Through Encouragement in Online Learning

In the shift from face-to-face teaching to the online learning environment, learning management system (LMS) quizzes have become critical educational tools, particularly in assessment settings. While prior research establishes a positive relationship between performance in formative quiz assessment and final exam grades during the transition to online learning through the pandemic, there is limited research on the effectiveness of quizzes in non-assessment settings to both engage students and improve student learning. This aim of this research paper is to investigate this research gap. As an assessment tool, online quizzes have limited scope for feedback on learning. By contrast, online quizzes

in a non-assessment setting are suited to providing students with immediate and tailored feedback to encourage and guide learning. Data from a large undergraduate business course at an Australian university covering students' online interactions, quiz performance, and final grades are analysed. The results present evidence of online quizzes as an effective learning resource, with continued application into the post-Covid teaching environment, particularly as a sustainable engagement tool for large-class teaching. The impact of a complementary engagement innovation (the Student Relationship Engagement System (SRES)) on quiz uptake and student learning is also documented.

Research Presentation 2



Dr Max Baker

Senior Lecturer in the Discipline of Accounting, The University of Sydney Business School

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How to Teach Critical Thinking, a Buddhist Perspective

It is commonly agreed that critical thinking in young people takes constant nourishment and starts with the act of questioning one's own perception and knowledge bases (Cuccio-Shirripa and Steiner 2000). While logically sound, less acknowledged in this literature is how students come to experience these

important realisations. In this presentation, I will draw on Buddhist philosophy of the mind to explicate key mental and phenomenological tropes whereby young students transition from being a subject of misperception to understanding the function of misperception in knowledge.

BREAK AND WALK TO NEXT SESSION/CLOSING ADDRESS (5 mins) 

People's Choice Awards Presentation & Closing Address



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

📍 ABS Lecture Room 1130, Level 1, Abercrombie Building H70, The University of Sydney

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Wine and Cheese Networking

📍 Level 2 Foyer, Abercrombie Building H70, The University of Sydney



L&T:22



University of Sydney Business School
Learning & Teaching Forum 2022

Wednesday 28 September

Levels 1 and 2, Abercrombie Building H70, The University of Sydney

Theme: Evolving our Learning and
Teaching Through Challenging Times



Online and Face to Face

ABS Lecture Room 1130, Level 1, Abercrombie Building H70, The University of Sydney






9:00 - 9:05	Master of Ceremonies - Welcome to L&T Forum Assoc. Prof. Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School
9:05 - 9:15	Welcome to Country Yvonne Weldon, Chairperson, Metropolitan Local Aboriginal Land Council
9:15 - 9:17	Deputy Dean - Welcome from the Business School Prof. Suresh Cuganesan, Deputy Dean (Students and External Partnerships), The University of Sydney Business School
9:17 - 9:32	Welcome and Opening Remarks Prof. Joanne Wright, Deputy Vice-Chancellor (Education), The University of Sydney
9:32 - 9:35	Master of Ceremonies - Introduction of Keynote Assoc. Prof. Angela Knox, Academic Director, Professional Development, The University of Sydney Business School
9:35 - 10:25	Keynote Address University Learning in Challenging Times: Embracing Co-Creation and Hyper-Hybridization Prof. Karen Benson, Director, Institute for Teaching and Learning Innovation, The University of Queensland
10:25 - 10:30	Master of Ceremonies - Introduction of Sessions and Launch of People's Choice Award Polls Assoc. Prof. Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School
10:30 - 10:45	MORNING TEA BREAK (15 mins)

Event program continued overleaf....









10:45 – 12:00
(75 mins)

Showcase and Lightning Talks – Session 1











Online and Face to Face   ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70, The University of Sydney Business School	Face to Face  ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70, The University of Sydney	Face to Face  ABS Seminar Room 2290, Level 2, Abercrombie Building H70, The University of Sydney Business School	Face to Face  ABS Seminar Room 2130, Level 2, Abercrombie Building H70, The University of Sydney Business School
<p>Showcase – Session 1A Assessment Chair: Oliver Hannon</p> <p>SHOWCASE 1 – An Integrated Approach to Complexity and Leadership Through Self-reflection and Action Corina Radulescu and Andrew Cram</p>	<p>Showcase – Session 1B Employability/Transition to Workplace Chair: Raffaele Ciriello</p> <p>SHOWCASE 1 – Using the Corporate Board Theatre to Enrich WIL Steven Hitchcock, Kaiying Ji, Rachael Hains-Wesson and Eliza Wu</p>	<p>Showcase – Session 1C Team-teaching and Sustainable Teaching Practices Chair: Danika Wright</p> <p>SHOWCASE 1 – Together we do More: How the Unit Co-ordination Worked in FINC6013 Juan Yao and Wei Cui</p>	<p>Lightning Talks – Session 1 Mixed Themes Chair: Carmen Vallis</p> <p>LIGHTNING TALK 1 – Business Simulation Games as an Authentic Assessment Tool Roel Boomsma</p>
<p>SHOWCASE 2 – Detecting and Reducing Academic Misconduct in Programming Assessments Stephen Tierney and Priyanka Cheema</p>	<p>SHOWCASE 2 – Looking Ahead – A Focus on Future Skills Janine Coupe, Louise Luff and Mark Waddington</p>	<p>SHOWCASE 2 – An Exploratory Study on Grade Inflation Practices at a Higher Education Institution Abdul Razeed and Craig Mellare</p>	<p>LIGHTNING TALK 2 – A Specialization-level Digital Portfolio to Enhance Students’ Employability Sebastian Boell, Dirk Hovorka; Na Liu and Corina Radulescu</p>
<p>SHOWCASE 3 – Meeting the Academic Integrity Needs of Academics and Students Through Cadmus Andrew Allan</p>	<p>SHOWCASE 3 – Authentic Addendums: Creating Career Development Learning Opportunities in Each Assessment Steven Hitchcock</p>	<p>SHOWCASE 3 – Educating the Responsible Management Accountant Through Keith Tulloch Wines Tanya Fiedler, Vijaya Murthy and Ravi Seethamraju</p>	<p>LIGHTNING TALK 3 – Breakout Ninja – Engaging Remote Learners in Ways Not Possible In-person Terry Wickenden</p>
<p>SHOWCASE 4 – Cadmus – a Powerful Tool for Improving Academic Integrity Outcomes for Take Home Assessments Simon Loria and Danny Li</p>	<p>SHOWCASE 4 – Accounting Capstone Project with USYD’s Sydney Analytical Maria Cadiz Dyball, Antonije Krivokapic and Peter Southon</p>	<p>SHOWCASE 4 – Strategic Framework for Feedback at Scale Jane Kerr</p>	<p>LIGHTNING TALK 4 – The Five Main Considerations of Hybrid Teaching Robyn Martin</p> <p>LIGHTNING TALK 5 – Do Not Publish This Module! Unite Your Teaching Team Using Canvas Rachael Lowe, Sunprit Singh</p> <p>LIGHTNING TALK 6 – Quick Connections with Humour Janine Coupe and Angela Hecimovic</p>



12:00 – 1:00	LUNCH BREAK (60 mins)*	
1:00 – 2:30 (90 mins)	Research and Student Experience	
	<p>Face to Face </p> <p> ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70, The University of Sydney Business School</p>	<p>Online and Face to Face </p> <p> ABS Case Study Lecture Theatre 1070, Level 1, Abercrombie Building H70, The University of Sydney Business School</p>
	<p>Student Experience Chair: Jane Kerr</p> <p>STUDENT EXPERIENCE SESSION Embracing Industry Engagement in the Classroom: the Student Experience</p> <p>Beta Alpha Psi Janine Coupe and Participating Students</p> <p>The Engage Asia Challenge Sandra Alday and Participating Students</p> <p>Leading in a Post-Crisis World Craig Gilliver and Participating Students</p>	<p>Research Papers Chair: Elaine Huber</p> <p>RESEARCH PRESENTATION 1 – Cultivating Entrepreneurs and Innovators Through Connected Learning Qingqing (Claire) Bi and Cheryl Brown</p> <p>RESEARCH PRESENTATION 2 – Finding Imperfection and Impact: Developing Self Reflection in our Future Managers Lynn Gribble</p> <p>RESEARCH PRESENTATION 3 – Framework for Evaluating Online Assessment in Business Education: Trade-offs in Promoting Innovation Andrew Cram, Sandris Zeivots and Corina Radulescu</p>
2:30 – 2:35	BREAK AND WALK TO NEXT SESSION/PANEL DISCUSSION (5 mins)*	
2:35 – 3:20 (45 mins)	Panel Discussion: Where to From Here for Higher Education in the Next Few Years?	
	<p>Online and Face to Face   Lecture Theatre 1130, Level 1, Abercrombie Building H70, The University of Sydney</p> <p>Panellists: Robert McLean, Manager, Corporate Category and Governance, Procurement, Finance, Reserve Bank of Australia Marni Lysaght, Vice President, Equity Research at Macquarie Capital Catriona Lavermicocca, Assessment Development Manager, Chartered Accountants Australia & New Zealand (CA ANZ)</p> <p>Chair: Assoc. Prof. Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p>	
3:20 – 3:35	AFTERNOON TEA BREAK (15 mins)*	

Event program continued overleaf....



3:35 – 4:40 (65 mins)	Showcase and Research – Session 2			
	Online and Face to Face   ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70, The University of Sydney Business School	Face to Face  ABS Seminar Room 2130, Level 2, Abercrombie Building H70, The University of Sydney Business School	Face to Face  ABS Seminar Room 2290, Level 2, Abercrombie Building H70, The University of Sydney Business School	Face to Face  ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70, The University of Sydney Business School
	Showcase – Session 2A Student Engagement or Experience Chair: Robyn Martin SHOWCASE 1 – Cultural Consultation in Work Integrated Learning Placement Programs Through a China Lens Stacey Petersen & Rachael Hains-Wesson	Showcase – Session 2B Mixed Themes Chair: Maria Cadiz Dyball SHOWCASE 1 – Critical Reflection as an Authentic Assessment Mode in Strategy, Innovation and Management Learning Jessica Tyrrell and Paul Finn	Showcase – Session 2C Mixed Themes Chair: Juan Yao SHOWCASE 1 – Engaging Students in Complex and Multi-disciplinary Content: the BUSS5220 Meta Narrative Video Series Anna Young-Ferris and Max Baker	Research Papers Chair: Angela Knox RESEARCH PRESENTATION 1 – Engagement Through Encouragement in Online Learning Danika Wright
	SHOWCASE 2 – Teaching Leadership in Post-crisis Through Object-based-learning Dewa Wardak and Lilia Mantai	SHOWCASE 2 – Nurturing Graduate Employability with Pro-social Engagement Raffaele Ciriello and Blair Wang	SHOWCASE 2 – Parallel Projects: a Model for Low-risk, High-impact Interdisciplinary Projects Steven Hitchcock	RESEARCH PRESENTATION 2 – How to Teach Critical Thinking, a Buddhist Perspective Max Baker
SHOWCASE 3 – Deep Fakes and Deep Questions: AI Avatars as Guest Lecturers Carmen Vallis, Boyd Britton and John Buchanan	SHOWCASE 3 – Virtual Agile Learning Management – a Structured Approach to Student Teamwork Rohan Miller	SHOWCASE 3 – Dynamic Pictures for Greater Information Engagement Stephen Tierney, Enosh Yeboah and Stephanie Wilson		
4:40 – 4:45	BREAK AND WALK TO NEXT SESSION/CLOSING ADDRESS (5 mins)* 			
4:45 – 5:00	Online and Face to Face    Lecture Theatre 1130, Level 1, Abercrombie Building H70, The University of Sydney People’s Choice Awards Presentation & Closing Address Assoc. Prof. Peter Bryant, Associate Dean (Education), The University of Sydney Business School			
5:00 – 6:00	Wine and Cheese Networking  Level 2 Foyer, Abercrombie Building H70, The University of Sydney			



L&T:22

Wednesday 28 September

Levels 1 and 2, Abercrombie Building H70, The University of Sydney

University of Sydney Business School
Learning & Teaching Forum 2022

Theme: Evolving our Learning and Teaching Through Challenging Times



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