



# L&T:23

**University of Sydney  
Business School  
Learning & Teaching  
Forum 2023**



THE UNIVERSITY OF  
**SYDNEY**  
Business School

**The Joy of Learning and Teaching  
May 31 - June 1 2023**

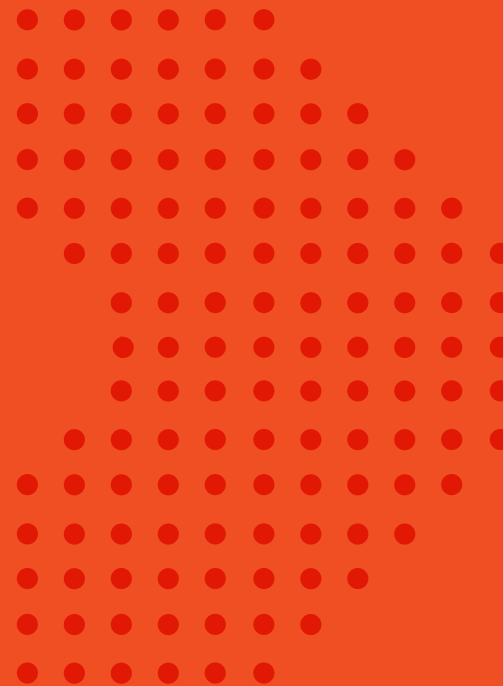
L&T:23



# DAY 1

**Wednesday 31 May, 2023**

Lecture Theatre 1130, Abercrombie Building  
H70, The University of Sydney Business School



## Master of Ceremonies – Welcome to L&T Forum

📍 ABS Lecture Room 1130



**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



**Aunty Joan Bell**

Metropolitan Local Aboriginal  
Land Council

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## Business School Welcome

📍 ABS Lecture Room 1130



**Professor Peter Bryant**

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

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## Dean – Welcome from the Business School

📍 ABS Lecture Room 1130



**Professor Leisa Sargent  
(via video)**

Dean of The University of Sydney  
Business School

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## Master of Ceremonies – Introduction of Keynote

📍 ABS Lecture Room 1130



**Professor Angela Knox**

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

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## Keynote Address

📍 ABS Lecture Room 1130



**Professor Nicola Whitton**  
Director of DCAD in the  
Durham Centre for Academic  
Development (DCAD), Durham  
University

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## University Learning In Challenging Times: Embracing Co-Creation and Hyper- hybridization

Professor Nicola Whitton is a prominent researcher and educator in the field of game-based learning and digital education, currently based at Durham University in the UK. She holds a PhD in digital games for learning and has over 20 years of experience in the field of learning and teaching.

As a Professor of Education and Director of the Centre for Academic Development at Durham University, Nicola leads research on game-based learning and digital play in education. She also contributes to the development of digital education initiatives and strategies at the university.

Nicola is widely recognized for her contributions to the field of game-based learning and has published numerous articles and books on the topic. Her books include "Play and Learning in Adulthood", "Digital Games and Learning" and "Learning with Digital Games: A Practical Guide to Engaging Students in Higher Education."

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

📍 ABS Lecture Room 1130



**Associate Professor  
Elaine Huber**  
Academic Director, Business  
Co-Design, The University of  
Sydney Business School

MORNING TEA BREAK (15 mins)



# Showcase – Session 1A

📍 ABS Learning Studio 2100

Theme: Collaboration: Including Team Teaching, Diversity and Inclusion, Industry Engagement, Student Group Work and WIL Opportunities

Chair: Sandris Zeivots

## Showcase 1

### The Joy of Discussion Boards

Connecting students with each other, with their course materials, and with their educators, to optimise collaboration, is one of the most challenging aspects of teaching at scale. This presentation shows how a rich and self-sustaining unit discussion board can be designed and nurtured. The context is an OLE course with over 600 students using Ed Discussions, and not only are students

asking and answering questions, but they are initiating discussions on hypotheticals, sharing photos of their pets, giving each other inspiration and developing their own rules of engagement. It has taken numerous iterations of a mix of approaches to get to this point, we would like to share what has worked (and what hasn't) to bring joy to the discussion boards



**Robyn Martin**

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



**Alison Casey**

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

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## Showcase 2

### Foster Engagement and Effective In-class Communication Among Students

In-class activities are part and parcel of teaching at the business school. However, at times students tend to work with the same peer group throughout the semester, often the people they happen to sit close to at the beginning of the semester. This situation can lead to lack of engagement, or group thinking where over the course of the semester thinking across a group converges into the same direction. As a consequence, discussions may not expose student to the full range of viewpoints present across the cohort. Moreover, students have limited opportunity to practice soft skills such as effective and confident communication of ideas to a wide range of stakeholders. Finally, from a student life perspective

the potential to establish networks across the cohort is not fully realised.

This showcase demonstrates a technique enabling educators to ensure that throughout the semester everybody in a classroom works with everybody else. Additional benefits of this technique are addressing students with their preferred names, support for learning student names, and keeping track of participation. The showcase demonstrates how these outcomes can effectively be achieved in classroom settings of up to approximately 100 students using inexpensive whiteboard magnets. Student feedback is also discussed.



**Sebastian Boell**

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

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# Showcase – Session 1A

📍 ABS Learning Studio 2100

Theme: Collaboration: Including Team Teaching, Diversity and Inclusion, Industry Engagement, Student Group Work and WIL Opportunities

Chair: Sandris Zeivots

## Showcase 3

### Overcoming the Challenges of Team Teaching

With the snap back to face-to-face teaching, physical teaching spaces are at a premium.

Team teaching – where you have multiple teachers working with larger class sizes in one learning space – offers a solution to managing facility constraints while maintaining pedagogically sound student-to-staff ratios. We will analyse the results of implementing a team-teaching model for lab-based tutorials in a large PG course, from the perspective of staff, students and facilities management. The experiment is currently live in S1, 2023, so the results of student focus groups, staff interviews and BCD observations, won't be fully known until delivered at the L&T Forum. However, based on early observations, outcomes are very context dependant, with factors such as teaching team composition, room layout and delivery mode all impacting teaching effectiveness. Initial feedback from tutors has pleasingly resulted in positive changes to the originally conceived teaching methodology.



**Joanne Nash**

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



**Simon Loria**

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



**Veronica Schulz**

Discipline of Business Analytics,  
The University of Sydney Business  
School

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# Showcase – Session 1B

📍 ABS Case Lecture Theatre 2140

Theme: **Assessments: Including Authentic Assessments and Academic Integrity**

Chair: **Carmen Vallis**

## Showcase 1

### Viva(t) Joy!

Viva assessments (short for viva voce meaning live voice) and experiences which are more personalised and unique for each student, motivate them to engage in class activities and inspire more self-reflection, were found to be less likely to provoke contract cheating (Bretag et al., 2019). Taking this, and an additional challenge that AI tools like ChatGPT present to the integrity of traditional essay-style assessments and reports, into consideration, the approach to assessment in this Management and Leadership capstone UoS (WORK3601 Management in Practice) shifted towards in-class Viva assessment. Specifically, the Individual Report weighted 35% was transformed into the Individual in-person Interview of the same weighting which includes the 3-minute pitch and a Q&A session. In this presentation, we will highlight the upsides and downsides of the assignment settings we co-designed together with students as partners and aim to share the reflections on this experience from both the teaching team and student perspectives.



**Maria Ishkova**

Lecturer, Discipline of Work and Organisational Studies, University of Sydney Business School



**Hannah Nguyen**

Discipline of Work and Organisational Studies, University of Sydney Business School

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## Showcase 2

### Reflective Journals for Authentic Assessment in the Age of Generative AI

ChatGPT and other generative AIs have provoked a range of academic responses, including outrage, calamity, and dismissal. The capacity of these rapidly evolving systems to generate arguments, which appear cogent but often lack depth or even connection to the truth, poses unresolved challenges to assessments and academic integrity. This Showcase refocuses attention on how learning is supported with reflective journals across three BIS units. We discuss learning activities and assessment principles that prompt students' critical reflection on their unique learning experience obtained from project-based and imaginative work. Individual and group settings using FeedbackFruit are considered. Reflecting on student feedback, we propose that reflective journals can help students place AI-shaped submissions into a context of a future tool that does not substitute for learning while also improving pedagogy. Our central claim is: if the assignment is worth doing, then generative AI poses little risk and has limited utility – provided appropriate resourcing.



**Raffaele Ciriello**

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



**Sebastian Boell**

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



**Dirk Hovorka**

Professor of Systems and Design Discipline of Business Information Systems, The University of Sydney Business School

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# Showcase – Session 1B

📍 ABS Case Lecture Theatre 2140

Theme: **Assessments: Including Authentic Assessments and Academic Integrity**

Chair: **Carmen Vallis**

## Showcase 3

### Using SRES to Standardise Marking in Large Scale Units



**Tanya Fiedler**

Lecturer in Accounting, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



**Antonije Krivokapic**

Discipline of Accounting, Governance and Regulation, The University of Sydney Business School

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We showcase the use of the University's Student Relationship Engagement System (SRES) to standardise the marking of presentations in BUSS5220 Responsible Business Mindset, a large-scale unit that aims to prepare students for the MCom program and working life by developing their communication skills.

We used SRES to transform a summative approach to marking (mark with generic performance descriptors) into a customised feedback experience that fosters ongoing development of communication skills. This was achieved by building analytic marking rubrics and feedback filters that focus on specific elements of presentation style (from the use of inflection

and vocal tone to non-verbal communication and body language etc.).

We reflect on three positive outcomes. First, improving workflow efficiency. Second, using statistical tools to enhance marking consistency, thereby increasing sensitivity and grade distribution. Third, enabling students to collaboratively build on feedback received and further develop skills for subsequent presentation assessments.

We share data-enabled insights into the success of this initiative through improvements in student outcomes.

**BREAK (5 mins)**





## Student Session

📍 ABS Lecture Room 1130

Theme: Student Communities to Co-Create Joy in Learning & Teaching

Chair: Wei Cui & Angela Hecimovic

### Peer to Peer Learning

Eda Zhou

Lingyu Zeng

Amasha Nanayakkara

Samik Paryani

Jessica Morr

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### Student Sports Communities

Chloe Nel

Jayden Yun

Kayla Bellamy

Matthew Selkrig

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# Lunch (with digital poster session)

📍 Level 2 Foyer, Abercrombie Building H70



## Poster 1

### Engaging Students as Collaborative Partners: A Reflective Approach to Topic Selection

This poster presents a relatively easy way to add an element of 'students-as-partners' into your unit, with the objective of encouraging students to take a more active role in their learning and gain a better understanding of the curriculum. In this innovative intervention, students are asked to vote on topics to be covered as electives towards the end of semester (e.g. in weeks 10 & 11). Their decision-making process is scaffolded using the voting process as an opportunity to encourage reflection on their learning. This is a vital aspect, guiding their choice while developing metacognitive and collaborative skills. Using a sequence of Reflect>Explore>Decide>Study, students undertook: reflection on their learning goals for the unit; an introductory engagement with the elective topics; voting for which topics to run in weeks 10 & 11; the actual learning of these topics; and finally a post-reflective activity on the whole process. This was trialed in QBUS5010 in S2 2022 (over 500 students), with strong student engagement throughout the process and positive feedback within the evaluation results. Reflections on the challenges of implementing this approach and plans for future refinements will also be presented.



**Andrew Cram**

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



**Stephen Tierney**

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



**Enosh Yeboah**

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



**Alison Casey**

Lecturer, Educational Development, The University of Sydney Business School



# Lunch (with digital poster session)

Level 2 Foyer, Abercrombie Building H70



## Poster 2

### Catching Them All: The Importance of Reflection in Entrepreneurship Education



**Corinna Galliano**

Lecturer (Education Focused),  
The University of Sydney Business  
School



**Alison Casey**

Lecturer, Educational  
Development, The University of  
Sydney Business School

Situated learning in entrepreneurship education has gained significant importance recently, highlighting the importance of learning in an authentic context with active engagement and social interaction. This approach often involves real-world case studies, industry partnerships, and pitch development. This poster presents a multifaceted reflective assessment structure that connects students to various aspects of entrepreneurial life while developing their evaluative judgment skills. There is a call in the literature for more reflective practices in entrepreneurship education. This approach responds to this call by embedding reflective practices throughout the student's learning journey. Interconnected activities include interviewing entrepreneurs, developing innovations and pitches, and presenting to peers and industry judges. These activities feed into a reflective portfolio, which requires students to evaluate their work critically, their response to others' work, and their encounters with industry professionals. Overall, the multifaceted reflective assessment structure is an effective approach to entrepreneurship education, helping students develop a deeper understanding of the entrepreneurial process and equipping them with the skills and knowledge needed to succeed in the rapidly changing global economy.



# Lunch (with digital poster session)



📍 Level 2 Foyer, Abercrombie Building H70

## Poster 3

### Partners by Design: Do's and Don'ts of Co-designing Semester Together with Students

By 2032, The University of Sydney aspires to be the best Australian university for teaching and learning, with our students attesting to the transformational impact a Sydney education has on their lives. Partnerships, including student partnerships, are considered one of the “quick win” ways to make this vision a reality. As educators who have been experimenting with the students as partners approach since 2020 in a variety of undergraduate and postgraduate units of study including WORK3205 Organisational Communication, WORK3601 Management in Practice, WORK5003 Management and Organisations, WORK6010 HR Data Insights, WORK6118 Managing Communication in Organisations, we would love to share some “Do's and Don'ts” of co-designing a unit of study together with students, applying Brookfield's 4 lenses (2017) to spotlight the perspectives of other stakeholders.



**Maria Ishkova**

Lecturer, Discipline of Work and Organisational Studies, University of Sydney Business School



**Vanessa Loh**

Discipline of Work and Organisational Studies, University of Sydney Business School



**Mina Askovic**

Discipline of Work and Organisational Studies, University of Sydney Business School



**Michael Fernando**

Discipline of Work and Organisational Studies, University of Sydney Business School



**Hannah Nguyen**

Discipline of Work and Organisational Studies, University of Sydney Business School

# Lunch (with digital poster session)

📍 Level 2 Foyer, Abercrombie Building H70



## Poster 4

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### Collaboration: Including Team Teaching, Diversity and Inclusion, Industry Engagement, Student Group Work and WIL Opportunities

In this study, we feature students' employability skill progress through in-person and online group-based work-integrated learning (GBWIL). We compared students' GBWIL learning modes to better understand the barriers and opportunities that GBWIL curriculum brings to employability skill development. We achieved this by eliciting 171 students' responses to a pre-survey and 186 for a post-survey instrument. Additionally, we undertook three audio recorded individual interviews. The cohort consisted of 61.62% females, 79.27% international and 85.15% post-graduate. We utilized a mixed-methods approach to explore whether students' perceived GBWIL as either important or critical for career development in the domain of key employability skills. The results show that students viewed employability skill development as important but also extremely challenging for online GBWIL compared to in-person delivery. The study highlights the challenges that arose in the areas of (1) managing students' learning motivations and (2) group conflict resolution but also the joys of GBWIL.



**Eliza Wu**

Head of Discipline and Professor of Finance and Banking, Discipline of Finance, The University of Sydney Business School



**Rachael Hains-Wesson**

Associate Professor and Director of the Work-Integrated Learning (WIL) Hub, The University of Sydney Business School



**Steven Hitchcock**

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



**Kaiying Ji**

Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



## Panel Discussion

📍 ABS Lecture Room 1130

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

### Introducing Intentional Joy into the Classroom



**Laura Applebee-Jones**  
Partner and Co-Founder, Fifth  
Frame



**Esther (Jiahui) Zeng**  
Data Analyst Intern, Basiq



**James Walker**  
Analyst, Goldman Sachs Australia



**Corina Raduescu**  
Senior Lecturer in Business  
Information Systems, The  
University of Sydney Business  
School



**Andrey Vasnev**  
Associate Professor in Business  
Analytics, The University of Sydney  
Business School

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**BREAK (5 mins)**



# Showcase – Session 2

📍 ABS Collaborative Learning Studio 2100

Theme: Technology in Learning and Teaching

Chair: Alison Casey

## Showcase 1



**Carmen Vallis**

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

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## Erasing AI in Learning and Teaching for Fun

Does ChatGPT spark joy for you? Maybe, maybe not. Yet AI and automation are here to stay, and their importance to business and society can barely be overstated. There's a lot of talk about the future of AI in education, but what future do we want? In this presentation, we explore a creative technique to think differently about AI, and to disrupt the usual narratives about AI as an educational technology. This technique, erasure poetry, may be used to reflect and make sense of educational issues (Jawaheer, 2022; Keith & Endsley, 2020), or in teaching and learning activities to generate new perspectives. We share our learnings to date with this creative method.



# Showcase – Session 2

📍 ABS Collaborative Learning Studio 2100

Theme: Technology in Learning and Teaching

Chair: Alison Casey

## Showcase 2

### Delivering Transformational Student-Focused Educational Experiences using Innovative and Creative Technologies



**Jesse Xu**  
The University of Sydney Library, The University of Sydney



**Grace Cha**  
The University of Sydney Library, The University of Sydney



**Michael Arndell**  
The University of Sydney Library, The University of Sydney



**Crystal Choi**  
The University of Sydney Library, The University of Sydney



**Abdul Razeed**  
Academic Director (Teaching Quality), The University of Sydney Business School



**Moira Dunsmore**  
Susan Wakil School of Nursing and Midwifery, The University of Sydney

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The involvement of peer mentors in delivering learning experiences on innovative and creative technologies is transforming the educational experiences for students in University of Sydney and resolving existing challenges in inter-disciplinary teaching. Student familiarity with emerging technologies such as 3D-Printing, podcasting and digital media, virtual reality, basic coding, and electronics is becoming increasingly important in all disciplines and in demand in many workplace environments (Nguyen et al., 2020; Harvey, 2016; Hasenstein et al., 2019). The inclusion of these technologies is difficult in the higher education system, as a considerable limiting factor is the compartmentalised nature of disciplines and unit of studies (Tabarés and Boni, 2022). To resolve these barriers and help promote the education of technologies, the University of Sydney Library's Peer Learning Advisors (<https://www.library.sydney.edu.au/help/pla.html>) have partnered with unit of study coordinators. Using peers as educators from a broad range of disciplinary backgrounds, Peer Learning Advisors can share experiences as 'tinkerers', and emerging technologies knowledge to inspire students using these innovative and creative technologies. Examples include in the nursing units of NURS1003 and NURS6031, which asks students to develop podcasts drawing on the knowledge and experience from Peer Learning Advisors in the Library Technology spaces ([www.library.sydney.edu.au/libraries/technologyspaces.html](http://www.library.sydney.edu.au/libraries/technologyspaces.html)). Students are assisted by peer-led workshops in podcasting & audio editing, and as part of their assessment, form groups

to develop a podcast to deliver a health message to a public target audience. This collaborative assessment enables students to develop useful health communication skills (Dunsmore and Di Paolo, 2021), and in the past three iterations, there has been a marked improvement in student engagement and literacy in the use of digital technologies to support health communication. In the BUS5221 unit on analytical and creative mindsets, students are tasked to resolve a socioeconomic challenge in the SE Asia region, submit questions to peers about familiarisation in innovative and creative technologies and use Peer Learning Advisors as a soundboard for their experience in using different technologies (Razeed et al. 2021). This collaboration has led to a more responsive learning experience for students, where Peer Learning Advisors have engaged with students through a webinar and prompted students to consider more widespread uses of digital technology, including app-design, podcasting, and digital fabrication in their solutions. In these cases, partnerships between unit of study coordinators and the Library can lead to increased core digital literacy skills in students. As information and digital literacy is a core graduate quality, this will prove invaluable beyond life in the University. This transformational model of education using student peers working alongside academic teachers can be applied to all university courses to further enhance the teaching of innovative and creative technologies as authentic learning experiences, and through embedding these experiences as part of student assessments.



# Showcase – Session 2

📍 ABS Collaborative Learning Studio 2100

Theme: Technology in Learning and Teaching

Chair: Alison Casey

## Showcase 3

### Navigating the Future of Academic Integrity to Enhance Learning Outcomes

Through Academic Integrity, BCD-Live and Education Support's combined efforts, a proactive and preemptive approach to Academic Honesty has been developed. Superseding the lagged punitive approach, it focuses on open academic integrity discussion and signaling, robust unit and assessment design and improved teaching practices.

The presentation will showcase:

**New Academic Integrity Policies:** The new 2023 Academic Integrity Policy, where coordinators are empowered to resolve minor plagiarism. Hear about the teaching and learning benefits and Business School support.

**Unit Design to reduce Academic Integrity risk:** A fresh look at ways a unit's teaching resources, and Canvas design can be structured to reduce academic integrity breaches while enhancing the student experience.

**Assignment design and instructions:** Learn about the new Academic Integrity Health Check, where Unit of Study Coordinators can request BCD-Live/ Academic Integrity staff to undertake an independent review of their unit. Pilot adoptions and their impact on teaching and learning will be discussed.



**Louise Luff**

Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



**Oliver Hannon**

PhD Candidate and Tutor, The University of Sydney Business School



**Heather Robson**

Manager, Education Support and Student Success, The University of Sydney Business School



**Joanne Nash**

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

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# Lightning Talks – Session 1

📍 ABS Seminar Room 2130

Theme: Mixed themes

Chair: Dewa Wardak

## Lightning Talk 1



**Henry Leung**

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

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### Cloud-based Project Management Tools in Group Assignments: A Transformational Learning Experience

I plan to use cloud-based tools and project management collaborative tools such as Trello/ Slack in team-based projects in my undergraduate and postgraduate finance units of study. The purpose is to extend beyond the traditional teaching mode and provide students with an active and transformational learning experience that is both engaging, stirring and aligned to industry practices. Rather than traditional online collaboration tools such as Facebook Groups/ Google Docs/

Microsoft Office 365, I propose setting up a framework for students to use online project management collaborative tools such as Trello/ Slack to complete their group assignments. This approach is complemented by brief overview videos to provide students with a quick guide on how to employ these tools in their group projects to effectively meet their deadlines and complete their assignments in a creative and collaborative manner.

## Lightning Talk 2



**Joanne Nash**

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

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### Co-design: Students as Partners, Embedding Student-generated Content

Students-as-partners (SaP) emphasises the collaborative relationship between students and staff. Frameworks include co-developer, co-researcher, co-designer, creator, teacher, and subject. An issue in SaP is how to encourage students to contribute, given the additional time and effort it takes. Marketing Communications, an undergrad unit with a diverse cohort, designed student-created content into the final assessment. This was also designed to help students from diverse cultural backgrounds better understand the content.

It was linked to a central concept taught; the Communication Process, which analyses the sender and receivers' field of experience and how this impacts communication. The final assessment asked students to reflect on the Communication Process and how their field of experience impacted how they "decode" or interpret information. They then created a visual artefact to explain a "muddy" difficult concept in the unit to students with a similar background. This created an artefact bank to help future students.

# Lightning Talks – Session 1

📍 ABS Seminar Room 2130

Theme: Mixed themes

Chair: Dewa Wardak

## Lightning Talk 3



**Robyn Martin**

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

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### Making Participation Authentic

Frustrated with the traditional way student participation is assessed, I decided to shift the definition of participation away from solely assessing students 'tutorial engagement behaviour' and embraced a holistic approach to unit engagement. This has led to the creation of a novel participation assessment named SUE: Sustained Unit

Engagement, which assesses students' engagement in workshops across asynchronous canvas activities, group work and discussion boards to mimic the engagement required in a corporate environment authentically. By embracing edtech analytics, this assessment also achieves this authenticity with minimal tutor marking hours.

## Lightning Talk 4



**Sandris Zeivots**

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

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### From Mundane to Meaningful: Crafting Emotional Highs in Higher Education

This lightning talk explores the benefits of positive emotional experiences in higher education and the challenges of incorporating them in real classroom situations due to an incomplete understanding of the emotional system. Specifically, the presentation focuses on the phenomenon of emotional highs as observed in adult leadership courses and discusses its potential synergies in higher education. Sandris will delve into the topic, highlighting the importance

of thinking about how to design classroom activities that are infused with positive and meaningful emotions to improve student outcomes. Attendees will gain insights into the ways to create a classroom environment that fosters meaningfulness, allowing students to better engage with learning. In this presentation, Sandris will explore the paradoxes of designing classroom activities that incorporate positive and meaningful emotions as a means of enhancing student outcomes.

# Lightning Talks – Session 1

📍 ABS Seminar Room 2130

Theme: Mixed themes

Chair: Dewa Wardak

## Lightning Talk 5



**Omer Konakci**  
 The University of Sydney Business  
 School

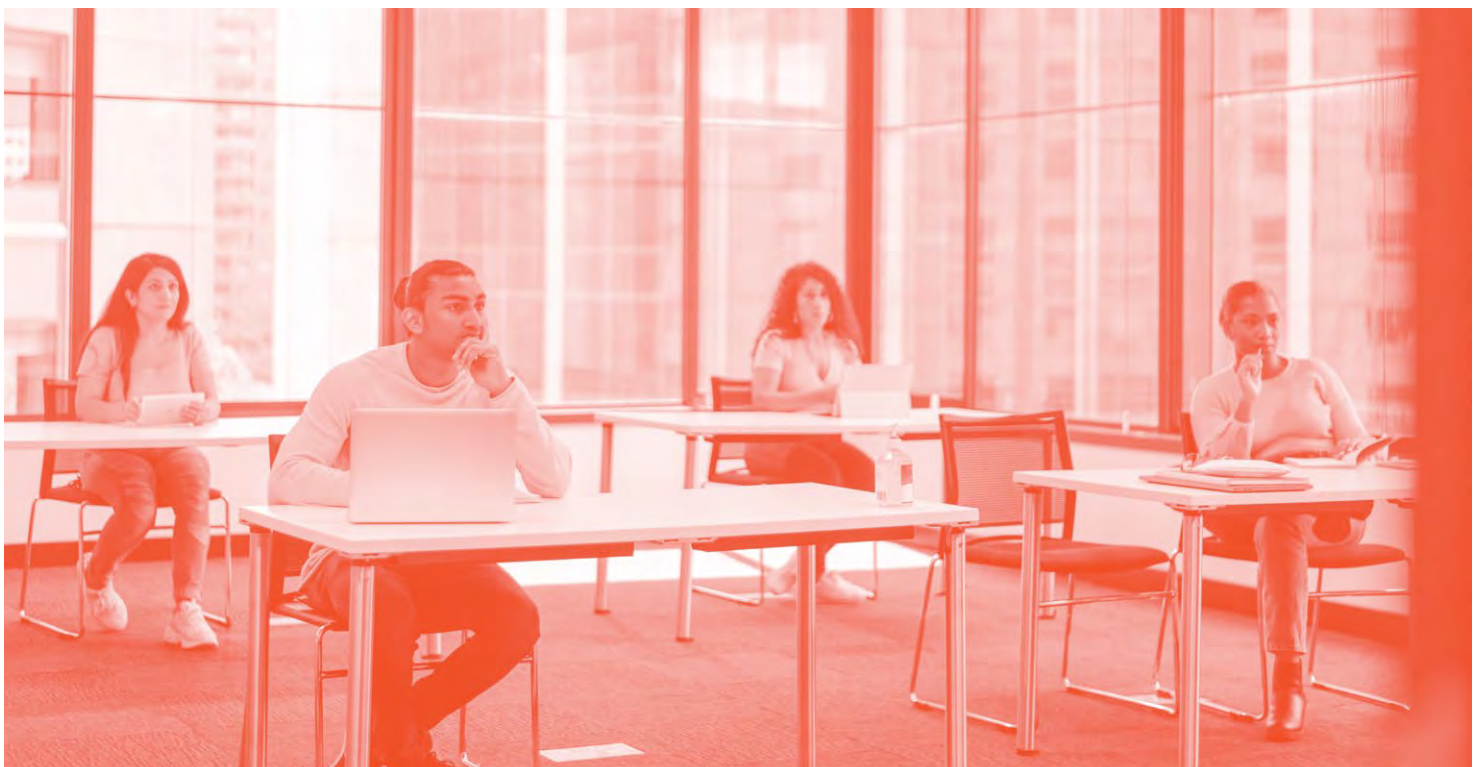
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### Weekly Prep Materials – How Much is too Much?

The aim of this talk is to start a conversation within our academic community about the weekly prep work we expect our students to do before class. In my experience, canvas sites are loaded with readings and various materials (i.e. videos, links, assessment descriptions) every semester in an accumulating fashion. This becomes a greater problem for students when most of the units

they are enrolled in have a similar approach. At our end, we find that students are not engaging with the material, which is reflected in a lack of engaging class conversations. We regularly find that most students have not read what was required for that week. I realise this approach is not a guarantee that they will engage with the material, but we should at least keep our end targeted.

**AFTERNOON TEA (15 mins)**



# Showcase – Session 3

📍 ABS Collaborative Learning Studio 2100

Theme: **Mixed themes**

Chair: **Jane Kerr**

## Showcase 1

### Integrating SDGs in Curriculum: Reflections from BCOM, MCOM and MMMGT (CEMS) Curriculum Development



**Ranjit Voola**

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



**Anna Young-Ferris**

Senior Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School

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The SDGs are seen as a framework that Management and marketing educators can use to operationalize how businesses can balance doing good while making economic gains ethically. This presentation will reflect on my efforts to integrate SDGs into the curriculum across three units over a few years in three different programs. (MKTG 3122, CEMS 6005- both units were developed and BUSS5220- where I developed one week's curricula). The motivation for engaging with the SDGs in curriculum development was based on personal and professional reasons (see Voola 2022 for details). I developed these new units by developing original video case studies, engaging with practitioner literature, and through research-led teaching.

This presentation will reflect on integrating the SDGs in lectures and assessments, the challenges of incorporating them, and the importance of student engagement and feedback on the curricula. Including several students to engage with this part of the presentation is possible. The reflection will highlight several learnings, including the polarising nature of the curricula and the strategies to mitigate these perceptions, and the importance of the question and leaving the answer to the students. This presentation will provide concrete examples of SDG integration and relates to the joy of doing good!

# Showcase – Session 3

📍 ABS Collaborative Learning Studio 2100

Theme: **Mixed themes**

Chair: **Jane Kerr**

## Showcase 2

### Making Space to Share the Joy of Learning and Teaching

Across the globe, the higher education ecosystem is becoming more centralised and regulated, with staff occupying both administrative and academic roles, shifting between positions to constitute non-traditional management responsibilities. At times, the forging of these roles within a new type of operational team is viewed as disrupting the status quo because it encourages teachers, researchers, academics, and administrative staff to operate in hybrid positions, blurring roles for mutual gains. These teams are known as third spaces (Hains Wesson, 2023). Teams in this space thrive when built based on the contributions of many perspectives, skills and their ability to co-design rather than their specific job descriptions (Smith et al., 2021)

In this showcase, we make specific recommendations on how to best promote and implement third spaces in teaching and learning projects for positive gains. These are insights based on our experience as we illustrate a case study that required meeting in the third space to complete our project successfully.

This project was built to focus on building students' ability to critically reflect on their personal and professional selves as they enter the world of business. With many players involved, including work-integrated learning, learning design, education development and media production, we developed and implemented opportunities for authentic and critical reflection in the new Bachelor of Commerce capstone units.

Successful third space projects take time to finesse and require appropriate collaborative leadership where everyone feels that they are valued and are contributing to the leadership framework. It needs to be inclusive with tailored strategies in place while monitoring of the team's third space understanding occurs regularly.

Interact with us in this presentation to see how breaking out of our silos and embracing the third space can lead to more joy in learning and teaching.



**Stacey Petersen**

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



**Carmen Vallis**

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



**Rachael Hains-Wesson**

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

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# Showcase – Session 3

📍 ABS Collaborative Learning Studio 2100

Theme: **Mixed themes**

Chair: **Jane Kerr**

## Showcase 3

### Making Meaningful Learning Analytics from Canvas Data

A lot of data is created as students and teachers work with Canvas, watch videos or do exercises; however, too often, this data is difficult to use in practice, and we are missing opportunities to use it to inform our teaching.

A collaboration between academics from Business Analytics and Business Co-Design has been investigating how we might make better use of the data in Canvas and other tools to understand better our students' learning activity and the impact of our interventions.

In this session, we present some draft learning analytics reports using data from Canvas New Analytics and the institutional Canvas Data Store, with a focus on understanding student browsing patterns and indicators of (dis)engagement within a specific unit. The intention is to generate further discussion on what learning analytics academics would find useful to guide unit designs, SRES interventions and to identify students who may need additional support.



**Tony Shang**

Associate Lecturer (Education Focused), Discipline of Business Analytics, The University of Sydney Business School



**Carlos Prieto Alvarez**

Senior Learning Technologist, Business Co-Design, The University of Sydney Business School



**Andrey Vasnev**

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



**Andrew Cram**

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



**Anastasios Panagiotelis**

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

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# Lightning Talks – Session 2

📍 ABS Case Study Room 2130

Theme: Mixed themes

Chair: Danilo Beteto

## Lightning Talk 1

### Understanding Patterns of Engagement in Online Discussion Boards to Support Self-paced Learning for Finance Students

Self-paced learning environments are becoming increasingly popular in higher education, but understanding student engagement and supporting the transition from the lecture-led learning environment to the online environment is critical to enhance learning outcomes (Hachman, 2020). Using manually collected Canvas Discussions activity data, our study investigates the learning patterns of a large cohort of first-year finance students to inform the development of effective teaching strategies and support mechanisms.

We manually collected data from Discussions and used qualitative analysis and descriptive statistics to uncover student learning patterns with the progress of coursework and assessments. The analysis revealed that engagement varied, with different types of patterns, such as information-seeking, collaborative learning, and self-regulated learning. Our results provide insights into how finance students interact with course materials and a platform to consider the redesign of the discussion environment (Gao et al., 2013) to improve engagement and the quality of discussions to support self-paced learning.



**Wei Cui**

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



**Ya (Daisy) Liu**

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



**Stephanie Wilson**

Senior Lecturer and Deputy  
Director, Business Co-Design,  
The University of Sydney Business  
School

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# Lightning Talks – Session 2

📍 ABS Case Study Room 2130

Theme: Mixed themes

Chair: Danilo Beteto

## Lightning Talk 2

### Excel – A New Way to Join the Dots

The ability to make considered judgments in the business world is a highly regarded and layered professional skill. To assist the learning of requisite skills, an interactive MS Excel professional judgment file was developed for a 3rd year undergraduate financial reporting unit where students, in a tutorial activity, navigated layered decision points, questioned the unresolved, and experienced the impact of each sub decision point on the ultimate financial reporting judgment. At each sub decision point, the data validation tool had been adapted to create drop down choices subsequently linked to possible justifications, further information required questions, what if diagrams, supporting references and descriptors of how these would influence the professional judgment. To highlight connection to correct workings and carry forward number cells, “Green to go” colour change code is used. The initiative has been highly effective and is adaptable to other professional judgment based units of study.



**Louise Luff**

Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



**Benjamin Lay**

Tutor, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



**Kaiying Ji**

Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



**Janine Coupe**

Senior Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School

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## Lightning Talk 3

### Enhancing Student Collaboration and Engagement Through Mentimeter

We present an example of how Mentimeter is used to enhance student engagement across in-person tutorials in SIEN1000, the foundation unit of the new cross-disciplinary Innovation and Entrepreneurship Major. In this exercise, students apply fundamental concepts of innovation and entrepreneurship to a business facing significant challenges. Students participate in mini hackathons to generate a turnaround plan for the company. In our session, we discuss our experience of designing class activities

using this tool, outline key features of the Mentimeter app, and share feedback from the most recent student cohort. From a teaching standpoint, through the tool’s instantaneous feedback framework, tutors were able tailor and tweak the technology in real-time to reflect the student learning process taking place in class. Doing so can help address the challenge of using more rigid technology-based exercises that often cannot be adapted once they have been configured and activated in a learning setting.



**Christine Luo**

Lead Tutor, Discipline of Strategy, Innovation and Entrepreneurship, The University of Sydney Business School



**Paul Finn**

Lecturer, Discipline of Strategy, Innovation and Entrepreneurship, The University of Sydney Business School

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# Lightning Talks – Session 2

📍 ABS Case Study Room 2130

Theme: Mixed themes

Chair: Danilo Beteto

## Lightning Talk 4



**Jennifer Sun**

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

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### Work with Student Partners to Unfold the Challenges

Students are one of the major stakeholders in higher education, and their inputs are highly valuable for academics to uplift the course and address the transition challenges. This lightning talk explores how the co-creation and co-design of course materials with student patterns could support student learning and student experiences.

## Lightning Talk 5



**Joanne Nash**

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

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### How to Enhance Student Learning by Incorporating Students as Content Creators into Assessment Design

Students-as-partners (SaP) emphasises the collaborative relationship between students and staff. Frameworks include co-developer, co-researcher, co-designer, creator, teacher, and subject. An issue in SaP is how to encourage students to contribute, given the additional time and effort it takes. Marketing Communications, an undergrad unit with a diverse cohort, designed student-created content into the final assessment. This was also designed to help students from diverse cultural backgrounds better understand the content.

It was linked to a central concept taught; the Communication Process, which analyses the sender and receivers' field of experience and how this impacts communication. The final assessment asked students to reflect on the Communication Process and how their field of experience impacted how they "decode" or interpret information. They then created a visual artefact to explain a "muddy" difficult concept in the unit to students with a similar background. This created an artefact bank to help future students.

## Lightning Talks – Session 2

📍 ABS Case Study Room 2130

Theme: Mixed themes

Chair: Danilo Beteto

### Lightning Talk 6



**Laura Kotevska**

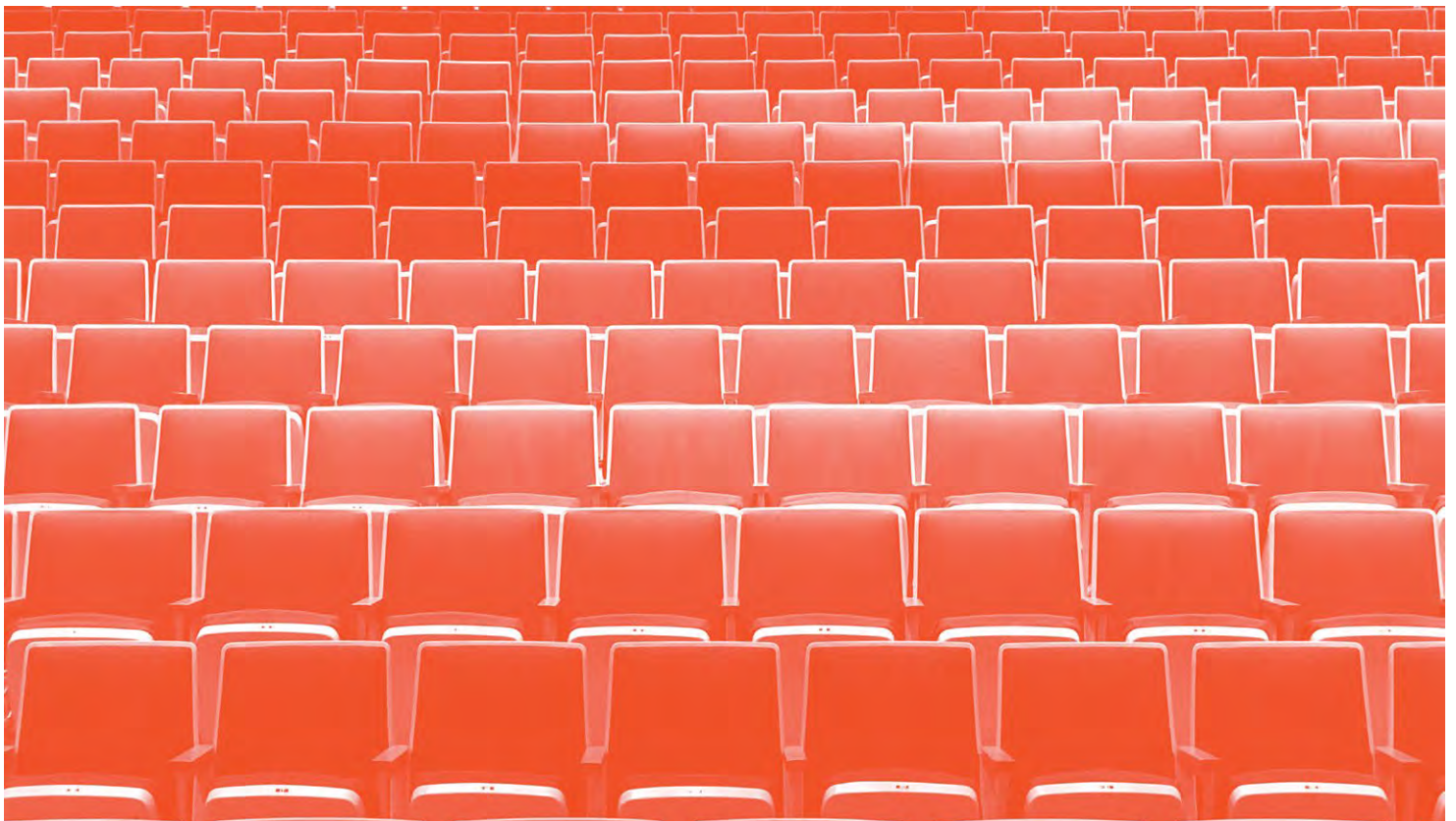
Office of the Deputy Vice-Chancellor – Education, Enterprise & Engagement, The University of Sydney

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### Co-designing Classroom Activities with ICPU Students

In this lightning talk, I will describe the process I undertook to co-design a classroom activity with students in my Industry and Community Project Unit. After briefly describing the activity, I will present a snapshot of what worked, what didn't work, and how my students responded. What did I learn in the process? I conclude the talk with three reflections on co-designing classroom activities with students.

**BREAK (5 mins)**



# Showcase – Session 4A

📍 ABS Case Lecture Theatre 2140

Theme: Technology in learning and teaching

Chair: Jessica Tyrrell

## Showcase 1



**Stafford Lumsden**  
 Educational Designer, Sydney Law School, The University of Sydney

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### Writing Feedback with Generative Artificial Intelligence

Despite the many questions about Artificial Intelligence (AI) and its will impact on higher education and assessment, the emergence of tools like ChatGPT provides exciting opportunities for students to revise and improve their writing skills.

This presentation offers six examples of how students can autonomously use ChatGPT to support the development of their writing skills in a way that is responsible and ethical, and consistent with institutional policy. It also suggests ways that unit coordinators can clearly and explicitly help students to understand whether AI tool use is allowed and the extent to which its use is permissible.

## Showcase 2



**Anthony Krivokapic**  
 Associate Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School



**Tanya Fiedler**  
 Lecturer, Discipline of Accounting, Governance and Regulation, The University of Sydney Business School

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### Supercharge Marking! An AI Enhanced Integrated Assessment Marking and Feedback System

We showcase our AI-enhanced integrated assessment marking and feedback system. Designed for a large unit, the system advances marking practices and offers a novel approach to the analysis of student submissions while producing detailed topic-specific feedback at a large scale.

Our system integrates cutting-edge technologies, including WhisperAI, OpenAI GPT and SRES, interconnected through a secure Python back-end and presented to markers as a fully-integrated one-stop shop online portal. The system enhances the marking and analysis of student vlog submissions, providing markers with detailed assessment insights and summaries. This

saves markers' time, allowing them to focus on exercising their judgment through data-informed decisions.

The feedback is co-created with the markers and our custom-engineered AI Teaching Assistant, fostering a conversational approach with students to promote further critical reflection. The showcase will demonstrate the system's workings and outputs, share markers' perspectives on the enhanced workflows and reflect on how the system assists us to promote MCom program objectives. Time permitting, we will share details of controls and processes in place to ensure privacy and engineer high-quality outputs.

# Showcase – Session 4A

📍 ABS Case Lecture Theatre 2140

Theme: Technology in learning and teaching

Chair: Jessica Tyrrell

## Showcase 3



**Hamish Malloch**

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

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## Automated Creation, Marking and Feedback for Quantitative Assessments

Assessing quantitative subjects at scale is a challenging task. If all students have the same questions, solutions are readily shared, placing academic integrity at risk. In this talk, I will discuss practical methods I have developed in FINC3017 (~450 students) to build, disseminate, mark and provide feedback on assessments via a computer program. I will demonstrate code that creates unique assessments for each student, delivers the assessment via email, marks the student submission and emails detailed feedback, all at the press of a button. This allows for creating authentic assessment tasks, with minimal risk to academic integrity, at scale. Additionally, highly detailed and timely feedback can be provided, helping students to understand better the specific areas of improvement they need to make to master the material. Student feedback towards this approach to assessment/feedback has been very positive.

# Showcase – Session 4B

📍 ABS Case Study Lecture Theatre 2090

Theme: Co-design: students as partners, designing with other stakeholders!

Chair: Stephanie Wilson

## Showcase 1

### It's More Than Just Internships, Placements, and Guest Lecturers: Partnership Pedagogy in Practice

Partnership pedagogy involves a genuine and purposeful relationship with an industry partner that extends beyond internships and placements. This paper outlines how this form of pedagogy has been applied to a business school undergraduate higher education context. Whilst our focus is on the application of partnership collaborations within a sports management program, the outcomes are applicable for all disciplines housed within business. We examine the benefits of meaningful engagement with industry, before highlighting four different

approaches to content creation. We draw from experiential learning theory to guide an explanation of the outcomes and impact of partnership pedagogy on the undergraduate student experience. We propose that investment in innovative approaches, such as that presented within partnership pedagogy, can significantly improve students' success. However, we also advocate that a curriculum co-created with industry must be carefully structured to make the links between academic learning and professional development explicit and beneficial to students.



**Jessica Richards**

Senior Lecturer, Sports Management, School of Business, Western Sydney University



**Daniela Spanjaard**

Associate Professor, Director, MBA Online, UTS Business School

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# Showcase – Session 4B

📍 ABS Case Study Lecture Theatre 2090

Theme: Co-design: students as partners, designing with other stakeholders!

Chair: Stephanie Wilson

## Showcase 2

### Creating Narrative from Multi-disciplinary Voices

The presentation describes the methodology used to co-design and deliver a curriculum for the Leadership in a Post-Crisis World program, which includes three units of study: BUSS4921, BUSS6105, and OLES2210.

The co-design methodology of the curriculum involved bringing together a diverse group of contributors: alumni, industry experts and leaders, and academics from various disciplines and faculties. The involvement of practitioners ensured relevancy. The multidisciplinary approach proves to be beneficial in solving complex challenges.

The co-design process began with the course author providing a storyboard outlining an overarching narrative and short videos highlighting key theoretical points. Relevant participants were identified and interviewed using semi-structured questions to gather their stories and expertise of leading post-crisis. Academics, learning designers and multi-media specialists collaborated to develop the content into weekly online modules across the three units of study, tailoring the material to suit the unit level.

The success of this approach is reflected in students' responses to the program and the enthusiastic participation of alumni, industry experts and academics. This presentation underscores the importance of collaboration, relevance, and multidisciplinary perspectives in course co-design.



**Corinna Galliano**  
Associate Lecturer, The University  
of Sydney Business School



**Craig Gilliver**  
Lecturer, The University of Sydney  
Business School



**Siew Ching Lee**  
Senior Learning Designer,  
The University of Sydney Business  
School

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# Showcase – Session 4B

📍 ABS Case Study Lecture Theatre 2090

Theme: Co-design: students as partners, designing with other stakeholders!

Chair: Stephanie Wilson

## Showcase 3

### If You Give it a Name, You Have to Keep it – Characterising Students as Partners Practices



**Alison Casey**

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

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The Business School is keen to get students involved in all aspects of designing their educational experience. Up until now, Students as Partners practice has relied on individuals and small groups to recognise the value students can bring, so how do we start to bring it into mainstream business as usual? The first step is to be able to consistently characterise Students as Partners practices so that they can be collected, catalogued, compared and calibrated against School strategy. Established Students as Partners frameworks and descriptors were integrated with Kahu's student engagement framework to devise a taxonomy of practice that, when applied to a set of initiatives, identify patterns and gaps, as will be demonstrated in this presentation. When used for planning, it can help align initiatives with existing projects and strategies, indicate what support needs to be put in place, and scaffold success.

**BREAK (5 mins)**





## People's Choice Awards Presentation & Closing Address



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

📍 ABS Lecture Room 1130, Level 1

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## Wine and Cheese Networking

📍 Level 2 Foyer, Abercrombie Building H70



L&T:23

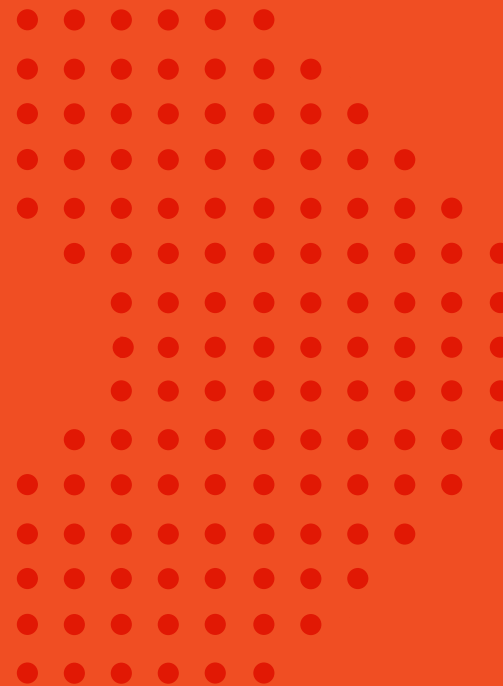


# DAY 2

**Thursday 1 June, 2023**

Business Education Research Seminar

Online via Zoom



## Master of Ceremonies – Welcome



**Associate Professor  
Elaine Huber**  
Academic Director, Business  
Co-Design, The University of  
Sydney Business School

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## Keynote Address



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

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## The Future of Business Education

Peter is an experienced academic with over twenty-five years teaching and research experience in both the UK and Australia, in the areas of higher education strategy, learning technologies and creative industries management.

Peter is a Trustee of the Association for Learning Technology, which supports the professional and policy development of staff using educational technology. He is an experienced researcher, speaker and advocate specialising in pedagogical change, social media in education, the practices of making, and engagement in education and the creative industries. He co-leads the international Future Happens initiative, which uses innovative approaches to problem-solving and change management to engage the wider higher education sector in debates and research-informed conversations around technology, pedagogy and the future of the modern University. He is the Chair of the Editorial Board for the peer-reviewed open access journal Research in Learning Technology.



# Stream 1

Theme: Technology

Chair: Elaine Huber

## Presentation 1

### Designing with Technology for Effectiveness and Efficiency



**Lynn Gribble**

Associate Professor, School of Management & Governance, Management Education, UNSW Business School



**Janis Wardrop**

Associate Professor, UNSW Business School, Centre for Social Impact

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Educational technology is often superimposed on existing course structures because of a promise to make learning more effective (for students) or efficient (for the educator) but with little understanding of how to achieve these aims. As outlined by McKenney and Mor (2015) we argue that any technology must be built into the fabric of a course rather than added on if it is to enhance student learning and our teaching practices. When determining if it enhances the student experience, we need to consider student's access to, ability with, and expectations of technology use (Keane et al 2023).

Our action research project explored personalisation at scale using interactive materials and tools that both guide and support the student in their learning. Using functionality available in the LMS, student data is used to 'trigger' events that can send personalised messages to support, as well as direct student behaviour on the platform. Mapping the desired learning path and considering what engaged and successful students do, a series of pathways and messages were built into the platform. The student responses to us including emails and course engagement metrics as well as sentiment in the classes show that the deployment of data informed messages had a motivating effect on the cohort, building students' engagement in learning.



# Stream 1

Theme: Technology

Chair: Elaine Huber

## Presentation 2



**Paul Ginns**

Associate Professor in  
Educational Psychology, Faculty  
of Arts and Social Science, The  
University of Sydney

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### Virtual Nature-Based Rest Breaks Aid Directed Attention and Learning

**Objective:** when students learn or solve problems, attentional resources are depleted; rest breaks may restore cognitive functioning in support of learning. Research framed by attention restoration theory holds exposure to natural environments may also restore attentional resources. The study investigated effects of alternative rest break formats on learning a challenging mental mathematics strategy.

**Method:** students first completed a series of timed arithmetic tests expected to deplete attentional resources. Students in the control condition proceeded directly onto a mental mathematics lesson, while students in the unstructured rest and nature-based rest (YouTube video of a bushwalk) conditions took a 5-minute break before the lesson. Students then completed a questionnaire on attention levels during the lesson, then completed a problem-solving post-test.

**Results:** the unstructured rest condition reported higher levels of attention during the lesson than the control condition; no other comparisons were statistically significant. The unstructured rest condition solved more post-test problems than the control condition, and the nature-based rest condition also solved more problems than the control condition. The post-test score difference between the two rest conditions was not statistically significant.

**Conclusions:** short (5 minute) rest breaks, including a simple YouTube-based "virtual bushwalk", can substantially improve learning during mentally fatiguing study sessions.

# Stream 1

Theme: Technology

Chair: Elaine Huber

## Presentation 3

### Gamification in a Hybrid Environment

Delivering high-quality hybrid lectures comes with many challenges associated with student learning and engagement (Bates, 2019; Owston et al., 2019). This paper explores gamification as an alternative to traditional slides-based delivery in order to overcome these challenges.

We explored multiple techniques and technologies to gamify lectures and increase engagement in a large international course at a Global top-50 Business School. We used Brookfield's (2015) Critical Incident Technique (CIT) surveys after each lecture to assess the success of our new methodology. In total 12 rounds of surveys were conducted with n = 72 responses. Informally, several in-class polls were also conducted.

The findings showed that gamification engagement from the first lecture was well received: we received 80% positive response rate at different points in the semester, with many students expressing that they had never before had such a positive class experience. The students' feedback from the CIT helped co-design subsequent lectures based on their immediate needs. Students responded positively to the continuous opportunity to improve the course and to continue the gamified methodology. At the end of semester, this course received near-perfect evaluations from both in-person and online cohorts, indicating the utility of gamification for hybrid course delivery.



**Alain de Sales**

Associate Lecturer, Leadership in Global Development, The University of Queensland



**Justin Brienza**

Senior Lecturer, The University of Queensland

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## Stream 2

Theme: Assessment

Chair: Angela Knox

### Presentation 1

## Beyond the Fine Print: Ambiguity in Experiential Learning

This paper widens the discussion of experiential learning programs, which primarily focus at a policy and practice level on 'job-readiness' (Australian Government, 2021; Kikabhai, 2022). Drawing on an established experiential learning program, we examine an innovative project that engages students and government partners in an applied learning experience. The paper firstly outlines the pedagogical approach and mentoring offered by academics and industry partners in the program, which received strategic university resourcing. Our qualitative sample (n=10) brings forward divergent viewpoints that demonstrate nuanced understandings of applied learning experiences. The paper's exploration of the qualitative data focuses primarily on the way students negotiate meaning in these applied learning experiences. The limitations of the dominant understandings of higher education are laid bare in the students' initial intolerance for ambiguity, unanticipated levels of autonomy and self-direction in their learning. Students overcome this intolerance, reflecting on the career and socio-cultural benefits of engaging in ambiguity. The long-term implications of, and dependence upon, structure from an adult developmental perspective is also discussed. Similar reflections are shared by industry partners, further emphasising that a reconfiguration of the current experiential learning has unrealised potential for students, academics, industry, and society.



**Ryan Menner**

Associate Lecturer, Business Co-Design, The University of Sydney



**Ingrid Larkin**

Associate Director - Work Integrated Learning, Queensland University of Technology



**Alexandra Zimbatu**

Researcher, Queensland University of Technology

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## Stream 2

Theme: Assessment

Chair: Angela Knox

### Presentation 2

## Exploring the Relationship Between Positive Reinforcement, Effective Communication, and Joy of Learning in Interactive Orals: A Metacognitive Perspective



**Popi Sotiriadou**

Associate Professor of Sport and Event Management, Griffith University



**Danielle Logan-Fleming**

Learning and Teaching Consultant (Design), Griffith University

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Interactive Orals (IOs) are an innovative type of assessment that creates authentic workplace situations for students to demonstrate their skills through unscripted verbal exchanges with markers (e.g., job interviews, and shareholder meetings) (Sotiriadou et al., 2020). When students receive positive reinforcement and effective communication during their assessments, they are more likely to feel confident and motivated, which can lead to a positive emotional state and a sense of joy in learning (i.e. positive emotional experience while learning) (Leenknecht et al., 2021). This, in turn, could improve their overall learning outcomes. To investigate these important yet underexplored relationships, two undergraduate courses (n=210) were used to measure student metacognition through their submitted self-evaluation rubrics. Thematic analysis of student submissions shows that positive reinforcement and successful communication can contribute to a sense of joy in the learning experience. Students demonstrated metacognition through reflective thinking and self-directed learning, which can be further developed through effective feedback. However, it is important to consider other factors such as student engagement, task relevance, and alignment with learning outcomes when assessing the effectiveness of IOs as an authentic assessment method. Overall, the study highlights the importance of positive reinforcement, effective communication, and metacognition in promoting the joy of learning.



## Stream 2

Theme: Assessment

Chair: Angela Knox

### Presentation 3



**Priya Khanna**

Senior Lecturer, School of  
Medicine, Faculty of Medicine &  
Health, University of Sydney

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## Unpacking the Impacts of Programmatic Approach to Authentic Assessment System Using Critical Realist Perspectives

Fundamental challenges exist in researching complex initiatives in authentic assessment practice such as programmatic assessment, especially in education programs where prior assessments have been largely traditional. The research question that guided our study was: how did the renewed assessment system impact students' agency and learning culture?

Using the data from in-depth focus groups with 112 students, we investigated students' agency and learning culture using critical realist perspectives. We found that the assessment structures and culture systems within programmatic assessment provided conditions (constraints and enablers) and conditioning (acceptance or rejection of new 'non-traditional' assessment processes) for the agents (students) to exercise their learning choices. Achieving a balance between agency, structure, and culture can promote sustained changes in assessment practices. This can be achieved via explicit integration of theory with practice, and changing learning culture to promote faculty and students' acceptance and trust related to the new norms, beliefs, and behaviours in assessing for, as, and of learning. These findings have implications for business education given the impetus towards authentic assessments and student engagement.

**BREAK (10 mins)**

# Stream 1

Theme: Technology

Chair: Elaine Huber

## Presentation 4



**Gaia Grant**

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

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### Pedagogical Strategies for Developing Complex Innovative Problem-solving Skills to Support Work-Readiness: the Value of a Paradoxical Approach

Innovation and analytical thinking have been identified as the most important employability skills for 2025 by the World Economic Forum 'Future of Jobs Report' (2020). Yet research has indicated that the development of skills and confidence in innovative problem-solving (which requires both innovation and analytical thinking capabilities) in higher education has not been as effective as skills development in other areas. This study sought to identify a viable pedagogical approach to developing innovative problem-solving skills. First, interviews with 70 innovation leaders were conducted to explore relevant cognitive factors that impact complex innovative thinking and problem-solving. These interviews revealed the importance of a paradoxical approach that enables innovation cognition to address complex rapid change contexts. Based on these findings, a framework was developed for identifying the key paradoxical factors that might be relevant for teaching innovative thinking and problem-solving. A model based on these factors was then introduced to over 200 students through focus group workshops. Through this process four paradoxical pedagogical strategies were found to impact the development of innovative problem-solving skills and confidence, including: parameter defiance and compliance, emotional and logical engagement, concealing and disclosing strategies, along with novel and practical solution evaluation.



# Stream 1

Theme: Technology

Chair: Elaine Huber

## Presentation 5



**Stafford Lumsden**  
Educational Designer, The  
University of Sydney Law School

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### A Social Semiotic Approach to Design & Development of the Online Learning Environment

This paper reports the results of a mixed methods study following seven online teacher educators in TESOL at three institutions in two different countries. Educators participated in interviews, a modified Community of Inquiry (CoI) survey instrument (Arbaugh et al., 2008) was administered to their students (n=121), and a content analysis developed by the author encompassing social semiotic multimodality theory was performed on educators' online learning environments (OLEs).

The results of the study show:

- Instructors and students view the utility of various semiotic resources (e.g., text, images, video, audio, icons) employed in the OLE differently.
- An approach combining the CoI (Garrison et al., 2000) and Social Semiotics (e.g., Kress & van Leeuwen, 1996) is able to inform the analysis of online teaching and learning.
- There is potential for the aggregated results of the CoI survey to inform reflective practice undertaken by online instructors, and
- The meaning transmitted by written language is often augmented by elements of typography (e.g., font, size, italics etc.)

Overall, the choices instructors make regarding the use of semiotic resources in their OLEs reflect their values and beliefs about pedagogy, discipline knowledge and content. These findings have application beyond TESOL, to any discipline engaged in online teaching and learning.

## Stream 2

Theme: Assessment

Chair: Angela Knox

### Presentation 4

## Individualised Authentic Assessments: Stress-Tested in Critical Times



**Martin Turner**  
Senior Lecturer – Accounting,  
CQUniversity



**Maria Tyler**  
Lecturer – Account and Finance,  
CQUniversity

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This study examines the impact of COVID-19 on the use of individualised authentic assessments in a first-year accounting unit at an Australian university. Sangster et al (2020) documented the impact of COVID-19 on accounting education, including challenges for assessment. Tharapos (2021) posited COVID-19 could be a catalyst for reimagining innovative learning and teaching in accounting education, such as assessment; and Hancock et al (2022) focused on the impact of COVID-19 on the integrity of assessments in accounting. This study involves 134 students from eight offerings of the unit over 4 years (2019-2022). Students completed assignments involving their own different listed company (i.e., individualised, and authentic) and included reflective learning journals. This provided a rich source of data about the impact of COVID-19 on the use of these types of assessments. The research questions is: can individualised authentic assessments be used online to support innovative student learning and maintain confidence in academic integrity? Using phenomenography, evidence is provided of how these assessments supported transformational student-focused learning while maintaining academic integrity during the rapid switch to fully online learning in the COVID-19 pandemic. This may have implications for meeting accreditation requirements of accounting professional bodies without invigilated exams.

## Stream 2

Theme: Assessment

Chair: Angela Knox

### Presentation 5

## Incorporating Generative AI in Authentic Assessments



**Lynn Gribble**

Associate Professor, School of Management & Governance, Management Education, UNSW Business School



**Janis Wardrop**

Associate Professor, UNSW Business School, Centre for Social Impact

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The emerging use of Generative AI has led to concerns about academic integrity (TESQA, 2023). However, instead of bemoaning its use, we argue that in business education, integration of Generative AI can provide insightful and practical ways for our students to demonstrate their abilities and contributions to business in ways a machine cannot.

Fundamental to a university education is the scholarly traditions of supported assertions through citations and the ability to communicate accumulated knowledge 'in your own words' (Penders 2018). By deliberately encouraging the use of Generative AI as 'another source', we open up opportunities to engage the student in the critical appraisal of information and to demonstrate depth of application in authentic ways such as that used in the workplace. The limitations of AI-generated text mean that asking students to refine, fact find, sense check and integrate various sources into their submissions shifts the student to higher order thinking and mimics more closely the roles they may take in their future jobs. Our action based method invited students to use and cite their use of AI in creating their assignments. Our exploratory research shows that students had an overconfidence bias with AI and did not understand the differences between Generative and semantic use. This has led to further adjustments to our assessment design to enhance learning outcomes by incorporating the use of Generative AI (ChatGPT) into the assessment requirements for the future.

## THANKS & CLOSE



## Day 1 – Wednesday 31 May 2023

Lecture Theatre 1130, Abercrombie Building H70,  
The University of Sydney Business School

## University of Sydney Business School Learning & Teaching Forum 2023

Theme: **The Joy of Learning and Teaching**

### Welcome Session

📍 ABS Lecture Room 1130 [Zoom Link](#) (meeting ID: 819 0124 6634)

9:00 – 9:05	<b>Master of Ceremonies – Welcome</b> Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School
9:05 – 9:15	<b>Welcome to Country</b> Aunty Joan Bell, Metropolitan Local Aboriginal Land Council
9:05 – 9:17	<b>Business School Welcome</b> Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School
9:17 – 9:20	<b>Business School Opening Address</b> Professor Leisa Sargent (via Video), Dean of The University of Sydney Business School
9:20 – 9:25	<b>Master of Ceremonies – Introduction of Keynote</b> Professor Angela Knox, Academic Director of Professional Development, The University of Sydney Business School
9:25 – 10:10	<b>Keynote Address</b> <b>University Learning in Challenging Times: Embracing Co-creation and Hyper-hybridization</b> Professor Nicola Whitton, Director of DCAD in the Durham Centre for Academic Development (DCAD), Durham University
10:10 – 10:15	<b>Master of Ceremonies – Introduction of Sessions and Launch of People’s Choice Award Polls</b> Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School

### 10:15 – 10:30 MORNING TEA BREAK

### 10:30 – 11:25 Showcase: Session 1A

📍 ABS Learning Studio 2100 [Zoom Link](#) (meeting ID: 892 3533 9554)

Theme: **Collaboration: Including Team Teaching, Diversity and Inclusion, Industry Engagement, Student Group Work and WIL Opportunities**  
Chair: Sandris Zeivots

**Showcase 1** – The Joy of Discussion Boards  
Robyn Martin and Alison Casey

**Showcase 2** – Foster Engagement and Effective In-class Communication Among Students  
Sebastian Boell

**Showcase 3** – Overcoming the Challenges of Team Teaching  
Joanne Nash, Simon Loria, and Veronica Shulz

### 10:30 – 11:25 Showcase: Session 1B

📍 ABS Case Study Room 2140 [Zoom Link](#) (meeting ID: 841 3239 3266)

Theme: **Assessments: Including Authentic Assessments and Academic Integrity**  
Chair: Carmen Vallis

**Showcase 1** – Viva(t) Joy!  
Maria Ishkova and Hannah Nguyen

**Showcase 2** – Reflective Journals for Authentic Assessment in the Age of Generative AI  
Raffaele Fabio Ciriello, Sebastian Boell and Dirk Hovorka

**Showcase 3** – Using SRES to standardise marking in large scale units  
Tanya Fiedler and Antonije Krivokapic

### 11:25 – 11:30 BREAK





## Student Session

📍 ABS Lecture Theatre 1130 [Zoom Link](#) (meeting ID: 819 9360 5264)

11:30 - 12:30

### Student Communities to Co-Create Joy in Learning & Teaching

Chair: Wei Cui & Angela Hecimovic

Peer to Peer Learning

- Eda Zhou
- Lingyu Zeng
- Amasha Nanayakkara
- Samik Paryani
- Jessica Morr

Student Sports Communities

- Chloe Nel
- Jayden Yun
- Kayla Bellamy
- Matthew Selkrig

12:30 - 1:10

### LUNCH (with digital poster session)

#### Digital Posters

- Engaging Students as Collaborative Partners: A Reflective Approach to Topic Selection  
Andrew Cram, Stephen Tierney, Enosh Yeboah, and Alison Casey
- Catching Them All: The Importance of Reflection in Entrepreneurship Education  
Corinna Galliano and Alison Casey
- Partners by Design: Do's and Don'ts of Co-designing Semester Together with Students  
Maria Ishkova, Vanessa Loh, Mina Askovic, Michael Fernando and Hannah Nguyen
- Collaboration: Including Team Teaching, Diversity and Inclusion, Industry Engagement, Student Group Work and WIL Opportunities  
Eliza Wu, Rachael Hains-Wesson, Steven Hitchcock and Kaiying Ji

## Panel Discussion

📍 ABS Lecture Theatre 1130 [Zoom Link](#) (meeting ID: 852 6111 9508)

1:10 - 1:55

### Introducing Intentional Joy into the Classroom

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

Panellists:

Laura Applebee-Jones, Partner and Co-Founder, Fifth Frame

Esther (Jiahui) Zeng, Data Analyst Intern, Basiq

James Walker, Analyst, Goldman Sachs Australia

Corina Raduescu, Senior Lecturer in Business Information Systems, The University of Sydney Business School

Andrey Vasnev, Associate Professor in Business Analytics, The University of Sydney Business School

1:55 - 2:00

BREAK





2:00 – 2:45	<p><b>Showcase: Session 2</b></p> <p>📍 ABS Learning Studio 2100 <a href="#">Zoom Link</a> (meeting ID: 895 1018 6270)</p> <p>Theme: <b>Technology in Learning and Teaching</b> Chair: Alison Casey</p> <p><b>Showcase 1</b> – Erasing AI in Learning and Teaching for Fun Carmen Vallis</p> <p><b>Showcase 2</b> – Delivering Transformational Student-Focused Educational Experiences Using Innovative and Creative Technologies Jesse Xu, Grace Cha, Michael Arndell, Crystal Choi, Abdul Razeed and Moira Dunsmore</p> <p><b>Showcase 3</b> – Navigating the Future of Academic Integrity Louise Luff, Oliver Hannon, Heather Robson and Joanne Nash</p>	<p><b>Lightning Talks: Session 1</b></p> <p>📍 ABS Case Study Room 2130 <a href="#">Zoom Link</a> (meeting ID: 865 6702 6090)</p> <p>Theme: <b>Mixed Themes</b> Chair: Dewa Wardak</p> <p><b>Lightning Talk 1</b> – Cloud-based Project Management Tools in Group Assignments: A Transformational Learning Experience Henry Leung</p> <p><b>Lightning Talk 2</b> – Co-design: Students as Partners, Designing with Other Stakeholders Joanne Nash</p> <p><b>Lightning Talk 3</b> – Making Participation Authentic Robyn Martin</p> <p><b>Lightning Talk 4</b> – From Mundane to Meaningful: Crafting Emotional Highs in Higher Education Sandris Zeivots</p> <p><b>Lightning Talk 5</b> – Weekly Prep Materials - How Much is Too Much? Omer Konakci</p>
2:45 – 3:00 AFTERNOON TEA		
3:00 – 3:45	<p><b>Showcase: Session 3</b></p> <p>📍 ABS Learning Studio 2100 <a href="#">Zoom Link</a> (meeting ID: 892 6880 2554)</p> <p>Theme: <b>Mixed Themes</b> Chair: Jane Kerr</p> <p><b>Showcase 1</b> – Integrating SDGs in Management and Marketing Curriculum: Reflections from SDG Integration in BCom, MCom and MMgt (CEMS) Ranjit Voola and Anna Young-Ferris</p> <p><b>Showcase 2</b> – Making Space to Share the Joy of Learning and Teaching Stacey Petersen, Carmen Vallis and Rachael Hains-Wesson</p> <p><b>Showcase 3</b> – Making Meaningful Learning Analytics from Canvas Data Andrew Cram, Tony Shang, Carlos Prieto Alvarez, Andrey Vasnev and Anastasios Panagiotelis</p>	<p><b>Lightning Talks: Session 2</b></p> <p>📍 ABS Case Study Room 2130 <a href="#">Zoom Link</a> (meeting ID: 895 1427 7123)</p> <p>Theme: <b>Mixed Themes</b> Chair: Danilo Beteto</p> <p><b>Lightning Talk 1</b> – Understanding Patterns of Engagement in Online Discussion Boards to Support Self-Paced Learning for Finance Students Wei Cui, Daisy Liu and Stephanie Wilson</p> <p><b>Lightning Talk 2</b> – Excel – A New Way to Join the Dots Louise Luff, Ben Lay, Kaiying Ji and Janine Coupe</p> <p><b>Lightning Talk 3</b> – Enhancing Student Collaboration and Engagement Through Mentimeter Paul Finn and Christine Luo</p> <p><b>Lightning Talk 4</b> – Work with Student Partners to Unfold the Challenges Jennifer Z. Sun</p> <p><b>Lightning Talk 5</b> – Update your Canvas Site with Lightning Speed Rachael Lowe and Sunprit Singh</p> <p><b>Lightning Talk 6</b> – Co-Designing Classroom Activities with Icpu Students Laura Kotevska</p>
3:45 – 3:50 BREAK		

Event program continued overleaf....





3:50 – 4:45	<b>Showcase: Session 4A</b> 📍 ABS Case Study Room 2140 <a href="#">Zoom Link</a> (meeting ID: 817 4733 8616)	<b>Showcase: Session 4B</b> 📍 ABS Case Study Room 2090 <a href="#">Zoom Link</a> (meeting ID: 860 4640 5829)
	Theme: Technology in Learning and Teaching Chair: Jessica Tyrrell  <b>Showcase 1</b> – Writing Feedback with Generative Artificial Intelligence Stafford Lumsden  <b>Showcase 2</b> – Supercharge Marking! An AI Enhanced Integrated Assessment Marking and Feedback System Anthony Krivokapic and Tanya Fiedler  <b>Showcase 3</b> – Automated Creation, Marking and Feedback for Quantitative Assessments Hamish Malloch	Theme: Co-design: Students as Partners, Designing with Other Stakeholders! Chair: Stephanie Wilson  <b>Showcase 1</b> – It’s More than Just Internships, Placements, and Guest Lecturers: Partnership Pedagogy in Practice Jess Richards and Daniela Spanjaard  <b>Showcase 2</b> – Creating Narrative from Multi-Disciplinary Voices Corinna Galliano, Craig Gilliver and Siew Ching Lee  <b>Showcase 3</b> – If you Give it a Name, you Have to Keep it – Characterising Students as Partners Practices Alison Casey
4:45 – 4:50	BREAK	
4:50 – 5:00	<b>Closing Address</b> 📍 ABS Lecture Theatre 1130 <a href="#">Zoom Link</a> (meeting ID: 813 0960 1109)	
	Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School	
5:00 – 6:00	<b>Networking event - Wine/Cheese</b> 📍 Back of Level 2, Abercrombie Building H70	

# L&T:23



Day 2 – Thursday 1 June 2023

Business Education Research Seminar  
Online via Zoom

University of Sydney Business School  
Learning & Teaching Forum 2023

Theme: The Joy of Learning and Teaching

Zoom Link (meeting ID: 819 0124 6634)	
9:00 – 9:05	<b>Master of Ceremonies – Welcome</b> Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School
9:05 – 9:25	<b>Keynote Address</b> <b>The Future of Business Education</b> Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School
9:25 – 11:00	<b>Stream 1</b>
	<b>Stream 2</b>
11:00 – 11:10	<b>BREAK</b>
11:10 – 12:10	<b>Stream 1</b>
	<b>Stream 2</b>
12:10 – 12:15	<b>THANKS, AND CLOSE</b>



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# Thank You for Supporting the Learning and Teaching Forum



## Abstract Reviewers

Danilo Lopomo Beteto  
Alison Casey  
Praveena Chandra  
Raffaele Ciriello  
Andrew Cram  
Wei Cui  
Oliver Hannon  
Angela Hecimovic  
Elaine Huber  
Angela Knox  
Robyn Martin  
Ryan Menner  
Joanne Nash  
Stephen Tierney  
Jessica Tyrrell  
Carmen Vallis  
Jo Wang  
Dewa Wardak  
Stephanie Wilson  
Alison Wong  
Sandris Zeivots

## Session Chairs

Danilo Lopomo Beteto  
Peter Bryant  
Alison Casey  
Wei Cui  
Angela Hecimovic  
Elaine Huber  
Jane Kerr  
Angela Knox  
Jessica Tyrrell  
Carmen Vallis  
Dewa Wardak  
Stephanie Wilson  
Sandris Zeivots

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# L&T:23

The Joy of Learning and Teaching  
May 31 - June 1 2023

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