

L&T:24



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2024 Learning & Teaching Forum



THE UNIVERSITY OF SYDNEY
Business School

July 25-26 2024





Acknowledgement of Country

The University of Sydney Business School acknowledges the First Peoples of Australia, Aboriginal and Torres Strait Islander peoples, as the traditional owners and custodians of the lands of Australia.

The University of Sydney's Camperdown Campus sits on the lands of the Gadigal people with campuses, teaching and research facilities on the lands of the Gamaraygal, Dharug, Wangal, Darkinyung, Burramadagal, Dharawal, Gandangara, Gamilaraay, Barkindji, Bundjalung, Wiradjuri, Ngunawal, Gureng Gureng, and Gagadju peoples.

We recognise and pay respect to the Elders and communities of these lands, past, present and emerging, who for thousands of years have shared and exchanged knowledges across innumerable generations, for the benefit of all. Aboriginal and Torres Strait Islander peoples have shared and managed knowledge systems and resources sustainably for many thousands of years.

We value the knowledges, cultures and traditions of Aboriginal and Torres Strait Islander peoples. There is no place in Australia – water, land or air – that has not been known, nurtured and loved by Aboriginal and Torres Strait Islander peoples.

L&T:24



DAY 1



2024 Learning & Teaching Forum

Thursday 25th July, 2024

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



Welcome Session

 [Zoom Link](#) (Webinar ID: 889 8381 6423)
 [Slido](#) (Event code - # LTForum_Keynote)

Master of Ceremonies – Welcome

Professor Angela Knox

Welcome to Country

Aunty Joan Bell

Business School Welcome

Professor Leisa Sargent

Opening Address

Professor Joanne Wright

Master of Ceremonies – Introduction of Keynote

Associate Professor
Elaine Huber

Welcome Session

[Zoom Link](#)[Slido](#)

Keynote Address

Professor Simon
Buckingham Shum

(Re)Framing The Genai System Shock In Higher Education

Generative artificial intelligence is scoring high on the university Richter scale, with aftershocks accompanying each upgrade. We're witnessing the largest rollout of AI in educational history, powered by unprecedented tech investment, extraordinary engineering advances and ubiquitous marketing, with many hopes and fears filling the vacuum of evidence in 2023. TEQSA considers this not only a profound disruption to H.E., but also a transformational opportunity to improve assessment practice and deepen student learning, with every institution now developing its action plan in response to Assessment Reform for Age of AI. In this talk, I'll share some reflections on the rollercoaster so far, and show some examples of conversational agents that I find provocative. However, amidst the urgency for fast tactical responses, we must understand AI in a larger frame. Many sober-minded people concur that humanity now finds itself at an inflection point. The disruptions to interlocking systems (ecological; political; financial; technological; medical; educational...) are overwhelming our sensemaking capacity. If engaging with this polycrisis is our frame of reference, a priority is to harness AI to equip graduates to engage with the extreme complexity of these dilemmas. In fact this is a metacrisis, that again reframes the challenge.

Q&A – Keynote

Professor Simon
Buckingham Shum

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

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

MORNING TEA BREAK

Showcase – Session 1A

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Transforming L&T Experiences

Chair: Joseph Boulis

Showcase 1

Ms Louise Luff

Dr Benjamin Lay

Student to Student Talk

Abstract concepts used in professional practice underpin much of what is taught at university. To transform the teaching and learning of abstract financial reporting concepts in a 2nd year unit, tutorial and self-study questions were redesigned using the Student to Student Talk approach. The initiative has created high quality student focused tutorial resources that innovatively demonstrate past students learning stories with relevance and connection to complex issues confronted by professional accountants in the business world.

The approach adopts a collaborative, student as partners pedagogy. In pencast video presentations, University of Sydney graduates share their past student experiences for a tutorial topic (confusions about the topic and best study approach), explain what the key tutorial concepts mean with personal examples, and apply their professional

practice expertise to guide students through contemporary, interactive case study style tutorial activities. The tutorial activities have been designed with real business world financial reporting scenarios, interactive Excel tools, solutions co-developed with the graduate partners, and exemplar professional accounting practitioner workpapers. Each video has been broken into discrete talking point chunks and infused into the tutorial experience so students can work along with the activity's resources. It also provides tutors with a common starting platform to direct discussion.

The Student to Student Talk initiative has improved the teaching quality across all tutorials as it enables consistent, framed discussion in each tutorial. It is highly adaptive to large units in any discipline. The presentation will showcase an example Student to Student Talk experience and tutorial resources.

Showcase – Session 1A

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Transforming L&T Experiences

Chair: Joseph Boulis

Showcase 2

Mr Darren Louie

Dr. Na Liu

Empowering Start-Ups to Innovate and Expand: Crafting Incremental In-Class Activities for Innovative Business Solutions

In today's rapidly evolving business landscape, tackling large, complex problems requires the effective application of learned knowledge. This is particularly challenging for capstone students, who must integrate insights from multiple units to devise innovative solutions. Designing effective in-class activities is crucial for preparing students to address these industry challenges successfully.

This presentation explores a collaborative industry project between the MCom BIS Capstone program and Prezzee, a leading digital gift card company operating in Australia, New Zealand, the UK, and the US. As Prezzee aims to expand its market reach and introduce new products and services globally, we developed in-class activities that incorporate structured exercises, iterative processes, and the

application of past knowledge, all while fostering innovation.

The project tasked students with reimagining the digital gift card experience. Through a series of structured activities, students engaged in user research, identified key opportunities and pain points, brainstormed innovative ideas, and created storyboards and digital wireframes. These tasks were designed to mirror real-world business processes, encouraging students to apply theoretical knowledge in practical, innovative contexts.

This showcase will emphasize the innovation in designing structured in-class exercises and iterative processes that build on past knowledge while encouraging new ideas. By integrating techniques such as design thinking with practical application, we equip students to innovate and excel in their professional careers.

Showcase – Session 1A

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Transforming L&T Experiences

Chair: Joseph Boulis

Showcase 3

Dr Alison Casey

Seeing Them Steadily And Seeing Them Whole: Making Learning Processes Visible

This presentation illustrates the rich picture of student experience that can be obtained when the lens of the affective domain is applied to their learning processes. Students were asked to write a short reflection every week on their encounter with the content, and on their experience in the weekly workshop (group activities), and a participation mark was given to those reflections. The reflections were to be used as raw material in a final reflective assessment, so there was both the participation mark and the knowledge that students were building towards the assessment as incentive. The simple act of participating in this weekly entry had been found to correlate strongly with final grades, so there is interest in using this reflective/participative component of assessment more widely as a proxy for learning processes. To investigate how good a proxy it is, we extend the emo-cog framework of Harvey et al. (2019), which combines Bloom's cognitive with the much less used affective domain to interrogate a subset of the reflection entries (N=480) to find out to what extent the students represent their cognitive and emotional engagement with the content and with each other in this activity in order to assess the utility of this form of assessment/activity for students to make their learning processes visible to themselves and to their educators.



Showcase – Session 1B

📍 ABS Case Study Lecture Theatre 2090

 [Zoom Link](#)

 [Menti Link](#)

Theme: Sustainability

Chair: Carmen Vallis

Showcase 1

Dr Stephanie Wilson

Ms Emma Holland

Ms Benedicte Rokvic

Dr Anna Young-Ferris

Introducing the SDG Toolkit

In this showcase we will introduce a key resource to support staff at The University of Sydney in the process of embedding SDGs into curricula. In addition to providing information and resources about each SDG, the toolkit provides a teacher's toolbox including suggested activities, examples and further resources to support the design and implementation of SDG-related activities. We will also share the student-facing version of the toolkit, containing interactive Canvas pages that you can embed directly into your unit. Finally, we will share some evaluation findings from a large unit in which the toolkit was piloted (BUSS5220), and outline next steps for the project. The SDG Toolkit initiative is an ongoing collaborative project involving the Sustainability Strategy and The University of Sydney Business School, including the Business Co-Design and PRME teams. As a participant you will have an opportunity to reflect on how the SDG toolkit might be useful for you and your students in your context, and consider examples that you might like to share to contribute to the growing community of practice around the SDGs.

Showcase – Session 1B

📍 ABS Case Study Lecture Theatre 2090

 [Zoom Link](#)

 [Menti Link](#)

Theme: Sustainability

Chair: Carmen Vallis

Showcase 2

Ms Maria J
Hernandez Ramos

Associate Professor
Chris F Wright

Curricula Mapping Of Sustainable Development Goals: Monitoring Progress In Responsible Management Education

Mapping the Sustainable Development Goals (SDGs) into curricula has been proposed as an essential initial step to accelerate sustainable development integration in business schools and, more broadly, higher education curricula (SDSN, 2020; Wersun et al., 2020). The SDGs serve as indicators of the presence of sustainability themes, and periodically monitoring them can serve to evaluate, foster, and plan educational change in higher education (Adams et al., 2023). Specifically, mapping SDGs in business school curricula has been identified as a critical step in incorporating the Principles for Responsible Management Education (PRME) into business schools' educational activities, which has led to the exercise gaining traction (Wersun et al., 2020). However, discussions about the suitability of the commonly used set of keywords, the alignment of responsible management and SDGs, and other limitations of this approach are mostly absent in business curricula.

This presentation focuses on the University of Sydney Business School curricula SDGs mapping methodology and presents preliminary themes and issues that emerged during the initial mapping process. Specifically, it will consider three questions: First, do SDGs keywords accurately reflect the presence of SDGs and sustainability themes in a business education context? Second, what are the limitations and strengths of tracking SDGs as indicators of RME? Third, what are the limitations and advantages of using outlines to track curriculum?

By presenting these issues, we seek engagement and feedback that helps refine the Business School Curricula mapping process, making it more systematic and accurate and supporting the integration of sustainable development themes into curricula.

Showcase – Session 1B

📍 ABS Case Study Lecture Theatre 2090

 [Zoom Link](#)

 [Menti Link](#)

Theme: Sustainability

Chair: Carmen Vallis

Showcase 3

Dr. Noman Shaheer

New Market Creation: Alleviating Poverty Via Innovative Business Models

Empowering students to develop innovative business models that address the significant problems faced by poor communities is crucial for sustainable poverty alleviation. Unlike philanthropic projects that rely on finite funding, profitable businesses can consistently focus on real issues that matter and sustain their impact indefinitely. To truly understand the needs of poor people, students must immerse themselves in their experiences. To facilitate this, I employ a powerful role-play technique where students alternate roles: some portray poor customers facing challenges, others act as regulatory agencies and NGOs seeking non-profit solutions, and others represent multinationals developing profitable business models to address the same problems. In subsequent sessions, students switch roles to gain diverse perspectives. This role-playing method, though seemingly simple, has proven to be a transformative tool, inspiring students to internalize the experiences of those in need and view issues from multiple angles. This approach equips them with the empathy and insight necessary to create sustainable solutions that genuinely improve the lives of the poor.

Showcase – Session 1C

📍 ABS Seminar Room 2130

 [Zoom Link](#)

 [Menti Link](#)

Theme: Assessment

Chair: Dr Zoe Alderton

Showcase 1

Prof Eliza Wu

Dr Kaiying Ji

A/Prof Rachael
Hains-Wesson

Uncovering Employability Skill Development Challenges In Online And In-Person Group Work

Exploring the challenges of students' group work learning through the lens of employability skill development is crucial to ensure that graduates are job ready. In this paper, the authors examine a select cohort of second year undergraduate and postgraduate business students' perceptions about online and in-person group work over a five year period. The select cohort were all studying work-integrated learning (WIL)-focused units of study at an Australian university Business School. The group work learning activity focused on a live case, which was co-designed and co-delivered by teachers and industry partners. The authors investigate challenges in both online and in-person group work settings by examining the development and setbacks in students' employability skills through a case study, employing a mixed-methods approach. The study is motivated by Yorke and Knight's (2006) employability theory on the

need to embed the development of "a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations" within the curriculum. The results show that students view employability skills development as important rather than critical when undertaking in-person or online group work. Further, a majority of students proposed that they found online group work extremely challenging compared to in-person, and for a variety of reasons. In this study, recommendations are highlighted, focusing on the challenges in online group work, including learner motivation and group conflict resolution. The authors use the findings to present a set of recommendations, helping teachers to quality assure online and in-person group work learning through the lens of employability skills development.

Showcase – Session 1C

📍 ABS Seminar Room 2130

 [Zoom Link](#)

 [Menti Link](#)

Theme: Assessment

Chair: Dr Zoe Alderton

Showcase 2

Dr Julian Prester

Dr Raffaele Ciriello

Beyond Prompt Engineering: Augmenting Critical Reflection with AI

The rise of powerful language models like ChatGPT has sparked debates around academic integrity and the role of AI in education. Rather than teaching students about what AI is, this showcase presents a proactive approach to augmenting critical reflection with AI while simultaneously teaching practical skills. Moving beyond simply prompting chatbots, we guide students in leveraging emerging AI tools spanning data preparation, analysis, synthesis, creative tasks and more. In this presentation, we show our approach to teaching hands-on AI skills based on two diverse examples: educating students in the traditional classroom setting of INFS6023 and mentoring BIS Honours students in a one-to-one relationship. In INFS6023 Data Visualization for Managers, students use Microsoft's LIDA tool to automatically generate, explain, and

evaluate data visualizations. At first, students design visualisations themselves using Tableau and then work on the same task together with the AI tool. For Honours students, we introduce Consensus – an AI search engine to augment literature reviews. Students use the AI to summarize papers, synthesize findings across sources, and analyse themes and gaps. In doing so, they critically analyse the AI's outputs through peer reviews and guidance of the supervisors. Underpinning these hands-on experiences are reflective journals with which students examine the AI tools' capabilities, limitations, and ethical implications. Assessments prioritise AI literacy over passive consumption, developing vital future-skills. Graduates emerge as AI users who understand how to approach problems and think reflectively with AI.

Showcase – Session 1C

📍 ABS Seminar Room 2130

 [Zoom Link](#)

 [Menti Link](#)

Theme: Assessment

Chair: Dr Zoe Alderton

Showcase 3

Associate Professor
Doowon Lee

Dr Danilo Lopomo Beteto

Dr Jennifer Sun

Dr Fred Huang

Applying Ai In Education: Reflections On Assessment Design And Learning Activities In Finance Units

We report on applications of AI in two Finance units of the Master of Commerce. The first is related to embedding AI as part of a summative assessment in FINC6001 whereas the second involves a learning activity in FINC6600. Embedding AI in assignments is potentially inequitable since students might not be able to afford access to the same generative AI tools which, in turn, might impact the quality of the output obtained. To address this issue, we tested whether limiting the generative AI tool that students could use to the free service provided by the university, Cogniti (a vanilla Chat GPT-4 tool which can be readily embedded into Canvas), would be a potential solution. We find that, while the inequity to access can be resolved, there was weaker than expected consistency among outputs reported

in the written assignments as the output was highly sensitive to the exact wording used in prompts. Although pointing to the importance of prompting, it doesn't imply shifting attention from equity to prompt-engineering (this will issue be overcome with the progress of gen-AI). The other application studied involves a learning activity that intended to prepare students for an oral assessment. Students were provided a specific prompt to generate questions about the submitted work and asked to not only address the questions generated by AI but also compared their answers to the answers provided by the AI tool itself. To allay concerns about inequality, the activity was also conducted using a freely available generative AI tool (Chat GPT-3.5).

BREAK

Workshop Session

📍 ABS Learning Studio 2100

Theme: Transforming L&T Experiences

Chair: Elaine Huber

Now repeat after me: “Trans-for-ma-ti-o-naL Teaching & Learning”. A Student-run S(t)imulation Session

Dr Maria Ishkova
& Students

Universally, students are becoming more and more disappointed with their Higher Education (e.g.: The Guardian, May 28, 2024). Latest Student Experience Survey (QILT, 2022) results highlighted the importance of improving the learning experience and made “transformational student experience” the number one strategic priority for the University of Sydney and Business School. Yet it is not always clear what exactly we mean when we say “transformative” or “transformational”, and until we unambiguously define what we see as a desired transformation, we will not be able to get there. And it is something every educator needs to come to terms within the context they lead – not even for the Strategy’s sake, but for the sake of improving their own teaching and learning experience.

This session will simulate the innovative Strategy Sessions final year students majoring in Management and Leadership were running in the capstone, learning from each other and industry partners. In an engaging and fun way, student partners will stimulate our thinking to (1) get insights on what a transformational student experience might mean in their context, (2) develop personal strategies to get there and (3) specify the first simple steps in this direction. Participants will also be able to (4) experience the atmosphere of this capstone which many students refer to as transformative, (5) see in action some facilitation techniques students themselves find the most effective and engaging, and (6) ask students any burning, inconvenient and direct questions which are not always appropriate to ask during the semester. Buckle up!

Workshop Session

📍 ABS Seminar Room 2130

Theme: Transforming L&T Experiences

Chair: Angela Knox

Associate Professor
Danika Wright

Using ICIP Protocol to Indigenise Curriculum

Embedding Indigenous knowledges, voice/representation, culture and perspectives into curriculum brings a wide-range of benefits: enhancing student experience and promoting graduate attributes in cultural competency, celebrating diversity and taking a culturally responsive attitude to reconciliation through 'truth-telling', and creating a richer environment for education, research and communities to thrive. However, while many educators are keen to Indigenise curriculum there is often a fear of 'getting it wrong'.

In this workshop, we will introduce colleagues to the recently released Indigenous Cultural and Intellectual Property Protocol for Curriculum and work with participants on best practice approaches they can take to Indigenise the curriculum in their own teaching and learning.

Specific themes this workshop will cover include:

- What is ICIP?
- Background to the ICIP Protocol for Curriculum
- Frameworks for Indigenisation of curriculum
- Hands-on: Ideating opportunities for Indigenisation of curriculum in own teaching; mapping to framework; navigating the Practice Guides in the ICIP Protocol for Curriculum; evaluating and continuous improvement

LUNCH

Panel Discussion

📍 ABS Lecture Theatre 1130

 [Zoom Link](#)

 [Slido](#)

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

Future of Learning and Teaching Based on Changing Expectations and Context

**Associate Professor
Dimitria Groutsis**

Dr Sarah Loch

Yinyan (Calvados) Che

Sebastian Jeo

Celeste Kocabay

**Professor Adam
Bridgeman**

BREAK



Showcase: Session 2

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Equity, Diversity and Inclusion & Transforming L&T Experiences

Chair: Stephanie Wilson

Showcase 1

Mr Anthony Krivokapic

Ms Mesepa Paul

Dr Anna Young-Ferris

Centering Indigenous Leadership In The Classroom: Resources For Educators And First-Hand Student Experience

We present the Indigenous Leadership in Business Video Series, a comprehensive resource for educators integrated into a core unit at the USYD Business School. Our aim to center Indigenous voices in the curriculum aligns with USYD's One Sydney Many People (OSMP) strategy, appreciating Indigenous wisdom and fostering inclusive, culturally competent, and ethically responsible education. For this OSMP-funded project, we collaborated with six Indigenous business leaders to create the video series, embedding Indigenous ways of leading, knowing, and being into the curriculum. By centering Indigenous voices, students and educators will explore insights on collective leadership, stewardship, caretaking, reciprocity, relationships, interconnectedness, collectivism, communal benefit, and cultural responsibility, amplifying leadership from an Indigenous perspective. This project has the potential to enrich the curriculum and enhance the overall teaching and learning

experience. We will detail the project's background, showcase the resources, and discuss our pilot implementation in a large multidisciplinary core unit (1,500–2,300 students each semester) before a university-wide release. The videos help students appreciate Indigenous knowledge and its relationship with organizational sustainability and climate change impact. Through interactive workshops, students engaged in a reflexive, culturally situated learning environment. We share feedback from a student focus group highlighting the outcomes, showing how the initiative promotes cultural competence and prepares them to build on these understandings in their careers. Our presentation targets educators across all faculties and disciplines, inviting them to consider how to adapt and embed these resources within their curricula. This approach can enrich educational frameworks and provide opportunities for students to engage with Indigenous knowledge and leadership principles.

Showcase: Session 2

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Equity, Diversity and Inclusion & Transforming L&T Experiences

Chair: Stephanie Wilson

Showcase 2

Dr Corinna Galliano

Dr Zoe Alderton

Mr Craig Gilliver

Leadership Development for Grand Challenges: Fostering Diversity and Interdisciplinary Collaboration

There is increasing pressure to address Grand Challenges, which call into question the current relevancy of undergraduate and postgraduate education programs. Our curricula must be adaptive and reflect the continuous change underpinning our society.

The learning outcomes of the Leading in a Post-Crisis World program units (OLES2210, BUSS6105, BUSS4921) focus on leveraging interdisciplinary insights and different approaches to devise solutions for addressing challenges at global, local, and personal levels. We emphasise the importance of diversity in perspectives and leadership styles. This approach is coupled with students' self-reflection on their own leadership styles, supporting them in developing a mindset that allows them to consider multiple viewpoints when addressing a challenge.

Students learn to rely upon interdisciplinary expertise and foster collaboration with people from different backgrounds. These are key to meaningfully address Grand Challenges.

Students are given module content (mainly in the form of videos) in which leaders from a variety of workplaces, cultural backgrounds, and demographics discuss challenges and solutions from their lived experiences. This keeps the content relevant to the current difficulties experienced by leaders facing global-local-personal challenges while also promoting awareness of a multiplicity of perspectives. Furthermore, the students are invited to explore these concepts as a series of workshop activities that help them to appreciate the role of diverse experiences, opinions, and backgrounds in addressing grand challenges.

The showcase will involve participants in a representative activity where they will use their diverse experiences, backgrounds, and attitudes to workshop their own solutions to a Grand Challenge.

Showcase: Session 2

📍 ABS Case Study Lecture Theatre 2140



Theme: Equity, Diversity and Inclusion & Transforming L&T Experiences

Chair: Stephanie Wilson

Showcase 3

Mr Simon Loria

Increasing Student And Tutor Engagement By Gamifying Tutorial Content In A Project Management Course

By incorporating the use of inexpensive, off the shelf LEGO models into carefully scaffolded and aligned learning activities, we demonstrate that gamed based learning is an inclusive and cost-effective way of improving student and educator engagement.

Perceptions around the value of playful learning in a Higher Education (HE) context have changed significantly since the Pandemic. Once deemed disruptive and frivolous gamification is now seen as a powerful engagement and active learning tool. Playful learning is often associated with digital technologies and using LEGO® in HE has traditionally been limited to their own expensive educational offerings. We employed a different approach; implementing simple gamified group activities using basic LEGO® models that kept gamifications cost to under \$5 per student. The ubiquitous nature of LEGO® ensured an equally low cognitive price.

To measure the effectiveness of gamifying learning activities we conducted student surveys and tutor interviews after gamified activities were completed. Tutors were genuinely “excited” to be working with LEGO®. Survey responses rates were high with 67% of students participating. On a 5 point Likert scale the average enjoyment rating was 4.63, while 92% of students indicated that the LEGO® tasks helped reinforce core course concepts. Qualitative comments and video evidence supported the data and indicated the gamified activities helped foster and develop many of the university’s desired graduate qualities.

Our work reinforces earlier findings around improved student engagement, motivation and learning outcomes and provides new insights into how gamification can also contribute to higher levels of tutor engagement and motivation.

Digital Poster Talk Session 1

📍 ABS Learning Studio 2100

Theme: Mixed

Chair: Max Baker

Digital Poster Talk 1

Ms Fei Gao

Authentic Assessment in Tax Education: Real-World Scenarios and AI Support

This project showcases an innovative approach to tax education that integrates authentic assessment with the assistance of generative AI. In the unit CLAW3201, students are tasked with minimising tax obligations for hypothetical clients based on real-life scenarios drawn from legislation, recent tax cases, and scholarly articles. Working in groups, students delve into complex tax issues, conduct thorough research, and develop strategies to optimize tax efficiency.

Central to this approach is the incorporation of authentic assessment, wherein students are challenged to apply their knowledge and skills to solve practical problems mirroring those encountered in professional practice. Each group is presented with a unique client scenario, requiring them to navigate intricate tax laws, analyse relevant precedents, and devise tailored solutions to address their client's needs.

Moreover, students are encouraged to leverage generative AI tools such as ChatGPT to augment their problem-solving process. By interacting with AI, students gain access to on-demand guidance and support, facilitating deeper exploration of tax concepts, and enhancing critical thinking skills.

Through this project, students not only deepen their understanding of tax law but also develop essential competencies in research, analysis, collaboration, and communication. The integration of authentic assessment and AI support provides a dynamic learning environment that mirrors the complexities of real-world tax practice, preparing students for success in their future careers.

This presentation will provide insights into the design and implementation of the project, share examples of student work, and discuss the impact of authentic assessment and AI integration on student learning outcomes.

Digital Poster Talk Session 1

📍 ABS Learning Studio 2100

Theme: Mixed

Chair: Max Baker

Digital Poster Talk 2

Engaging Business School Teachers: Feedback on New Canvas Templates

Ms Rachael Lowe

Mr Andrew Brock

Mrs Benedicte Rokvic

Ms Stacey Petersen

Mr Enosh Yeboah

Mr Sunprit Singh

This poster focuses on gathering valuable feedback from Business School teachers on new Canvas templates and will build on existing student and teacher feedback collected. We'll showcase the pre-designed templates, including homepages and module structures, which are aimed at improving the teaching experience and student learning in Bachelor and Master of Commerce programs.

Shaping the Future of Canvas:

Your feedback is crucial in informing the final template set for wider implementation across the Business School in Semester 1, 2025.

This initiative aligns with "Transforming L&T Experiences" by promoting:

- Quality Teaching and Learning: Improved usability, accessibility, and a consistent look and feel across Business School units to improve student experience in Canvas.
- Innovative Practices: Pre-designed templates with new components streamline course creation for unit of study coordinators whilst providing prompts for student interactivity in Canvas.
- Sustainable Learning & Teaching: Can allow Coordinators to dedicate more time and energy to developing engaging and interactive learning experiences for students.

Gathering Your Insights:

To ensure the templates effectively meet unit needs, we'll utilise a Mentimeter poll accessible via QR code. This interactive approach allows you to share your opinions on the provided templates and indicate which ones you'd find most beneficial for your own Canvas courses.

Join us for this interactive poster session to:

- Learn about the template design and its benefits.
- Provide feedback through a Mentimeter poll using QR codes.
- Discuss how these templates address teaching needs.

Your input directly shapes the future of the Business School's Canvas experience!

Digital Poster Talk Session 1

📍 ABS Learning Studio 2100

Theme: Mixed

Chair: Max Baker

Digital Poster Talk 3

Dr Henry Leung

Integrating AI in Corporate Finance Education: A Pathway to Inclusive and Adaptive Learning

The Corporate Finance 2 teaching unit is the cornerstone pathway of all undergraduate finance major students and the cohort generally consists of over 500 second year students who embark on a journey through seminal corporate finance concepts before they continue on to more advanced finance specialisations. This year I embraced Artificial Intelligence (AI) to trial a blended learning approach in the quantitative intensive topics of this unit in semester 1 of this year. Specifically, I implemented case studies around topics such as option pricing models, capital budget sensitivity analyses and Monte Carlo simulations that required students to solve problems through freely available AI-driven tools such as ChatGPT, Co-Pilot and

simulations. The students later completed an assignment that assessed these topics and skillsets. Through this exercise, students developed an industry skillset that involved personalised learning experiences. Further, students commented that AI helped to curate content to match individual learning styles, foster interactive and engaging learning environments, and provide real-time feedback and assessments against their learning expectations. By incorporating AI, I have been able to create a dynamic curriculum that adapted to the needs of a diverse student population, ensuring equitable access to high-quality financial education and empowering students with the skills to excel in the ever-evolving financial sector.

Digital Poster Talk Session 1

📍 ABS Learning Studio 2100

Theme: Mixed

Chair: Max Baker

Digital Poster Talk 4

Associate Professor
Doowon Lee

Dr Vycke Wu

AI Meets Finance: Innovative Assessment Design and Student Reflection

Recognizing the escalating integration of AI in financial analysis, we collaborated with the Business School Co-Design team to embed Cogniti into our curriculum. Focusing on Nvidia Corporation, this project aimed to enhance students' analytical skills and autonomy in financial decision-making.

Students performed traditional financial analyses and compared these with AI-generated recommendations. Key components included a company overview, traditional financial analysis, AI-generated outputs, and a reflective section on the process. Students analysed Nvidia's financial data, including financial ratios, market trends, and ESG factors, then used Cogniti to generate investment recommendations and critically compared these AI conclusions with their traditional analysis.

The reflective component required students to discuss insights from using AI, challenges encountered, and implications for future

decision-making. While reflections often lacked specific examples, some students noted AI's efficiency in processing large datasets and identifying patterns but struggled with qualitative factors like market sentiment. For example, students highlighted instances where AI missed contextual nuances, impacting the accuracy of investment recommendations. Feedback indicated that students gained a deeper understanding of AI's applications in finance and increased confidence in their analytical skills. Many students appreciated Cogniti's ability to handle extensive data but found its interpretations sometimes overly simplistic.

To support this initiative, we created detailed prompts and instructional videos demonstrating how to use Cogniti, ensuring seamless access and training for both students and teaching staff. This preparation was crucial for integrating AI into the curriculum effectively and aligned with Bain and Weston's (2012) advocacy for curricula that impart knowledge and foster employability skills.

Digital Poster Talk Session 1

📍 ABS Learning Studio 2100

Theme: Mixed

Chair: Max Baker

Digital Poster Talk 5

Dr Carlos Prieto

Dr Andrey Vasnev

Dr Andrew Cram

Designing Meaningful Learning Analytics From Canvas Data And Snowflake

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 better understand our students' learning activity and the impact of our interventions.

In this session we present updates on learning analytics reports using data from Canvas Analytics and the institutional Snowflake Data warehouse, 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.

Digital Poster Talk Session 1

📍 ABS Learning Studio 2100

Theme: Mixed

Chair: Max Baker

Digital Poster Talk 6

Dr Paul Finn

Reflecting On Reflection: Utilising Edtech To Develop Student Reflective Capabilities

Recent years have seen an increased emphasis on reflective assessment practices in higher education, intended to develop student reflective competencies such as critical thinking (Hui-Chin et al, 2023), meta-cognition (Johnston et al, 2020), and effective communication (Bellaouane et al, 2024). The reflective essay, part of wider 'authentic' assessment initiatives, has emerged as a popular format. However, students often struggle to write reflectively as it involves communicating 'non-linear learning experiences' (Costigan & Brink, 2005) that can be difficult to achieve in a written essay format (Bennion et al, 2020). This is an issue faced in the design and coordination of SIEN6006 Entrepreneurship, where a written reflective assessment was introduced in place of a final exam. As such, two EdTech tools, Atomic Discussions and Atomic Journals, were incorporated into Canvas content to help students practice reflective writing over the course of semester through 'low stakes' exercises (Rodgers, 2002) before a final 'high stakes' reflective essay. Both tools can

be plugged into existing Canvas modules at various points to help students iteratively reflect on specific concepts or frameworks in an organic, more conversational manner, compared to a traditional formalized essay format. This helps apply the concept of 'spaced repetition learning' (Smith & Scarf, 2017) to reflective practice, in that spaced out repeated encounters with reflective learning material over time produces superior long-term learning, compared with single encounters or repetitions that are massed together (cf. Kang, 2016). A key recommendation for educators considering utilising such EdTech tools is that reflective learning should not be confined to the online environment, as there is no dichotomy between 'technology' and 'pedagogy' in that one does not drive the other (Fawns, 2022). It is important therefore to build on EdTech reflective activities in live, in-person sessions, for example through simple conversations and elaborations during class – effectively 'reflecting on reflecting'.

Showcase: Session 3A

📍 ABS Seminar Room 2130

 [Menti Link](#)

Theme: Sustainability & Transforming L&T Experiences

Chair: Chris F Wright

Showcase 1

Dr Dewa Wardak

Associate Professor Ranjit
Voola

Ms Jane Thogersen

Dr Eve Guerry

Joyful Learning Through Object-Based Learning: Implementing The Impactful Five (I5) Framework

In this presentation we showcase the integration of the Impactful Five (i5) framework, developed by the Principles for Responsible Management Education (PRME), into the 'Leading with Purpose' unit (CEMS6005) at the University of Sydney Business School.

We focused on the implementation of the i5 principle of 'Foster Joy & Well-being', aiming to enhance students' emotional awareness through Object-Based Learning (OBL) at the Chau Chak Wing Museum. OBL is the active integration of curated objects into the learning environment. OBL aids in the development of transferable skills such as deep observation, critical analysis and reflection, interpersonal communication, and teamwork.

Joyful learning is particularly important in units that engage with topics that students find uncomfortable, including poverty, gender inequality and climate change or many other SDGs.

The workshop was designed to engage students emotionally and intellectually, challenging their assumptions and fostering critical thinking. Activities included questioning data given and identifying false assumptions, creative problem-solving, and critical analysis of objects' functions and societal contributions.

In the presentation we will detail the planning process, including collaboration initiation and student communication, as well as the workshop activities and execution. Student engagement and impact measurement through post-workshop reflections will also be discussed.

Attendees will gain insights into how the i5 framework can be practically applied to transform learning experiences, promoting emotional well-being, critical thinking, and sustainable business practices. We will engage audience through an OBL activity with one digital museum object and then illustrate how our assumptions can be challenged.

Showcase: Session 3A

📍 ABS Seminar Room 2130

 [Menti Link](#)

Theme: Sustainability & Transforming L&T Experiences

Chair: Chris F Wright

Showcase 2

Ms Joanne Nash

Ms Christie Van Diggele

Simplify And Sequence Workshop Design With The Acad Framework

It's challenging to structure a workshop or tutorial to enhance teaching and learning while maximising the impact of your teaching team's time during a workshop. In this showcase, we discuss how the Activity-Centred Analysis and Design (ACAD) framework by Goodyear & Carvalho (2014) can be linked to a workshop run sheet to assist coordinators in systemising and embedding ACAD into their workshop design. As successfully piloted in the new PNR classroom space, this approach to

lesson planning utilises the ACAD framework at a micro level in considering the task, set and social design of workshops in addressing common challenges encountered in curriculum delivery (Goodyear et al., 2021). We will share a collaborative tool for the teaching team to co-design an effective workshop structure centred on emergent activity, with the aim of improving the learning experience for students and teaching experience for educators.

Showcase: Session 3A

📍 ABS Seminar Room 2130

 [Menti Link](#)

Theme: Sustainability & Transforming L&T Experiences

Chair: Chris F Wright

Showcase 3

Dr Paul Blayney

Ms Janine Coupe

Mr Mark Waddington

From Frustration To Fulfilment: Meeting Early Challenges Analysing Business Transactions

Transaction analysis, the process of discerning which accounts are impacted (either increased or decreased) by a given transaction is a fundamental accounting principle. While proficiency in this concept is vital for introductory accounting students, this concept poses a significant challenge for numerous students.

To address this hurdle, and prepare students for the Early Feedback Task, we developed a Journal Entry Learning Object (JELO) designed to aid first year accounting students in grasping the intricacies of analysing business transactions. Our spreadsheet based JELO provides a user-friendly interface that students can use to develop their skills.

Our goal was to make this skill acquisition fun but perhaps more realistically to reduce the pain of learning transaction analysis. The JELO provides an alternative to traditional “drill and practice”

methods. It provides an easy-to-use interactive learning tool that dynamically adjusts the difficulty of its questions to the skill level of the student with a learning tool that provides scaffolded and immediate positive feedback for each attempt. JELO supplies hints both on request by the student and for incorrect attempts to aid proficiency.

ACCT1006 has up to 20% non-Business School enrolments. These students are over-represented at the lower end of the grading scale. As such, this initiative also meets the objective of providing additional learning assistance to enrolled students from other faculties.

As a result of the overall positive student feedback received from surveying students the JELO will be adopted by a post-graduate unit in semester 2, 2024.

Showcase: Session 3B

📍 ABS Case Study Lecture Theatre 2090

 [Zoom Link](#)

 [Menti Link](#)

Theme: **Assessment**

Chair: **Raffaele Ciriello**

Showcase 1

Dr George Issa

Dr Thomas To

Incorporating Real-world Consulting Projects in a Finance Capstone Unit

In the Finance Capstone Unit (FINC3600) at the University of Sydney, we have sought to incorporate authentic assessment via two real-world industry projects. Students are first assigned to teams at the start of semester and taught soft skills, including effective team work practices such as planning and constructive disagreement. Working independently in their teams as external consultants, students are then required to construct a brief with their recommendations to a fictitious board of directors; in an interactive oral assessment that includes a Q+A session, students then present their recommendations to this fictitious board. To ensure they closely mimic real-world problems, these projects were created in collaboration with senior practitioners (e.g., student are provided with a model that is closely aligned

with how portfolio management is conducted in practice), are intentionally complex and multi-faceted (e.g., students are required to apply multiple disciplines such as forming and justifying their own macroeconomic views and assumptions), and re-orient students towards managerial outcomes (e.g., focusing on Bottom Line, conciseness and clarity, ESG/ethical implications, and communication skills). Further, top-performing teams are given the opportunity to present to, and receive feedback from, multiple executives at the head office of Barrenjoey Capital Markets, a mid-size investment bank. In our showcase, we intend to present our approach and our suggestions for other units based on our reflections/experience since 2020, including limitations, opportunities, changes we have adopted and student feedback.

Showcase: Session 3B

📍 ABS Case Study Lecture Theatre 2090

 [Zoom Link](#)

 [Menti Link](#)

Theme: Assessment

Chair: Raffaele Ciriello

Showcase 2

Dr Adrian Norman

Dr Stephanie Wilson

Dr Alison Casey

Ms Joanne Nash

—

We Need To Talk! An Authentic And AI – Proof Method Of Assuring Learning

In the AI Age, assuring that students have learned what we say they have is a challenge. Marking artefacts, like academic essays, will soon become a thing of the past, as we cannot tell, with 100% certainty, whether a student or a ChatBot has done the work. Assessing students through unscripted conversation is one solution. This presentation reports on the Phase 1 findings of a Strategic Education Grant-funded study of Interactive Oral Assessment in the Business School. An Interactive Oral (IO) is not a viva voce or exam, but an authentic, industry-aligned conversation that extends and synthesises student learning in a real-world scenario. In Phase 1, IOs were co-designed and implemented as the final assessment task in five Business units from a range of disciplines with enrolments of around 50 students and the early findings are encouraging. Unsolicited reports from students indicate that they were highly engaged with the IO and valued the opportunity to play out a future version of themselves whilst assessors have reported that though the IO was more enjoyable to mark than an essay, the cognitive load was high. Findings from Phase 1 will inform Phase 2, assessing at scale, with marking teams conducting IOs in units of around 150 students.

Showcase: Session 3B

[Zoom Link](#)[Menti Link](#)

📍 ABS Case Study Lecture Theatre 2090

Theme: Assessment

Chair: Raffaele Ciriello

Showcase 3

Mr Joseph Boulis

Dr Alison Casey

Using Ai To Produce A Report: An Assessment In Which Students Reflect On Processes

The processes of learning are central to this innovative assessment format that utilises a Generative AI agent “Cogniti” as a front end to ChatGPT. In this format, students are tasked with developing a Feasibility Report for a product launch within an International Entrepreneurship context, using the agent as a key resource. Students were then asked to reflect on their evaluation process. A variety of evaluation methods were employed to understand the student and staff’s experience throughout the assessment. Surveys were conducted with students, while the unit coordinator and tutors were interviewed. Additionally, the conversations between students and the Cogniti agent, together with their subsequent reflections, were analysed. This analysis revealed that students exhibited a wide range of sophistication in utilising the agent. Some students were challenged with trying to master the use of the AI agent, as well as integrate its output effectively into their reports. Issues such as understanding the agent’s role and ensuring

clear communication about its purpose were noted. Another challenge highlighted by the survey indicated, that while students used the agent for diverse purposes, they generally felt it was not sufficient on its own to produce a high-quality feasibility report. However, students were able to develop several key skills and competencies through this assessment, including AI literacy, evaluative judgment, critical thinking, and reflective practice. They also gained experience in balancing AI assistance with their own analytical and creative input. To optimise the student’s assessment experience, it is recommended that some additional practice in using the agent before the final assessment is included, along with clear communication about the agent’s intended purpose. Overall, the assessment format enhances students’ capabilities across an intersection of the University’s nine Graduate Qualities. This provides them with knowledge and understanding of an emerging skill set that employers are demanding today.

BREAK



Showcase: Session 4A

📍 ABS Learning Studio 2100

 [Zoom Link](#)

 [Menti Link](#)

Theme: Transforming L&T Experiences

Chair: Alison Casey

Showcase 1

Co-Creating the Future: Integrating Gen-AI into Finance Education

Dr Jennifer Sun

Dr He Huang

Associate Professor
Doowon Lee

Dr Danilo Lopomo Beteto

The finance discipline is running a project funded by a strategic education grant for co-designing, co-creating, and co-implementing Generative AI (such as ChatGPT, Geimini, Cogniti) into the finance curriculum with various stakeholders. This project will use the undergraduate Finance Capstone unit to pilot three new weekly modules that incorporate AI into the finance curriculum.

As the finance industry evolves to include more AI elements in its operations, it is imperative that our curriculum prepares students with practical, ethical, and innovative ways to interact with AI. This initiative ensures that we can level the playing field for our students by equipping them with Gen-AI literacy. We consulted student partners and industry practitioners to design module content that reflects current trends in Gen-AI. Students in the

Capstone unit are expected to use Gen-AI in the research phases of the project to enhance their learning processes, foster critical thinking skills, and showcase potential industry applications.

This showcase will share how the project engaged in a student-as-partner process to uplift the curriculum design. The discussion will center on sharing students' experiences with Gen-AI in their own learning contexts, identifying the graduate skill sets related to Gen-AI that the industry values, and exploring how the Capstone unit leverages this information to redesign the curriculum and learning activities.

We invite participants to engage with the content and share their perspectives to further enrich the project, contributing to its implementation in the upcoming semester.

Showcase: Session 4A

📍 ABS Learning Studio 2100

 [Zoom Link](#)

 [Menti Link](#)

Theme: Transforming L&T Experiences

Chair: Alison Casey

Showcase 2

Dr Roisin Donnelly

Dr Pat Kenny

Dr Joe Fitzgerald

Dr Eoghan O'Grady

Rethinking Core Curriculum Design In An Undergraduate Business And Management Programme In A Technological University In Ireland

This presentation shares current design thinking on a longstanding, highly regarded 4-year undergraduate programme in Business and Management in a Technological University in Ireland. The programme has remained consistently popular with students throughout the life cycle of recruitment, orientation, delivery and performance. It is widely recognized that in this period of post-pandemic HE, students' engagement and attendance on their programmes has been challenged. In 2024 the Faculty has embarked on School and Programmatic Reviews. This reflective self-evaluation has facilitated an opportunity to consider a case study stream of common modules in the introductory years and potential new business consultancy theme to the programme, offering students a unique opportunity to gain practical experience working with real clients on real projects,

and a new case study stream of core and common modules in the introductory years. The underpinning educational theory and approach of the new business consultancy is action-based learning where the students can put the theory they learn during class into action, working with guidance from experienced industry professionals and managers. They can receive one-to-one support from managers, enabling them to develop confidence personally/professionally. Being linked to a strong global alumni community can provide an opportunity to network and seek mentorship, equipping students with tools to build their own career path once leaving the programme. Taking all this into account, the aim of the design thinking approach is to consolidate what has been working well over previous years and to explore specialist themes in a flexible programme design for the future.

Showcase: Session 4B

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Assessment

Chair: Doowon Lee

Showcase 1

Dr Andrew Cram

Ms Corina Radulescu

Dr Sandris Zeivots

Associate Professor
Elaine Huber

Assessments That Ask Students To Analyse Generative Ai Output: Student And Educator Perceptions

What we did

We analysed two assessments – one essay and one coding – by asking students and educators their preferences and perceptions of quality across three scenarios. The three scenarios were: (1) original assessment without ChatGPT available to students, (2) original assessment with ChatGPT available to students, and (3) an adapted assessment involving student analysis of ChatGPT output. The participants had to preference one scenario and explain this preference, and then analyse each scenario against six dimensions of online assessment quality: academic integrity, authenticity, quality feedback, student experience, information integrity and equity of access.

Why we did it

The widespread adoption of generative AI has amplified concerns about academic integrity and introduced new ways to generate text and coding. Assessments tasking students to

respond to an assessment prompt by writing an essay or code are particularly conducive to being completed partially or fully by generative AI tools. This is provoking reconsideration of how best to design assessments.

What we learnt

While most educators (>60%) expressed a clear preference for the adapted assessments (i.e. scenario 3), students indicated a mix of preferences. Against the quality dimensions, introducing ChatGPT to the original assessment negatively impacted perceived quality, however this rebounded for the adapted assessment.

Students were more hesitant to endorse the adapted assessments because they perceived loss in creativity and critical thinking. This highlights an important need for carefully designing assessments in ways that emphasise learning, higher-order thinking, and authentic tasks.

Showcase: Session 4B

📍 ABS Case Study Lecture Theatre 2140

 [Menti Link](#)

Theme: Assessment

Chair: Doowon Lee

Showcase 2

Dr Ju Li Ng

Dr Meraiah Foley

Dr Vanessa Loh

Designing Interactive Orals (IO) for Authentic Assessment in the Business School

Generative AI has heightened the challenges of upholding academic integrity and assurance of learning in teaching. Our presentation will showcase a pedagogical innovation of using interactive oral assessment that requires students to apply critical thinking and analysis skills to identify the core issues in a case study and develop an evidence-based solution. The IO assessment, which has been successfully implemented in two units (undergraduate and postgraduate with an average of 50–120 students) in the last two years, have proven to be highly effective in motivating and engaging students to learn using authentic approaches of engaging with digital technologies

whilst motivating them to focus on mastering the disciplinary knowledge. Furthermore, our observations suggest that the interpersonal interaction between the marker and student increases the accountability of both sides as each party must be prepared and actively involved in the assessment process. The individualised evaluation process in IO has proven to be a powerful deterrent against contract cheating and the misuse of generative AI. Finally, at the heart of our IO is to advocate for an authentic assessment design that spotlights ‘on the spot’ thinking, and the ability to analyse and synthesise information for academic and professional success.

BREAK



Closing Address

Professor Peter Bryant

📍 ABS Lecture Theatre 1130 [Zoom Link](#) (meeting ID: 886 1230 0995)

Networking event - Wine/Cheese

📍 Level 2, Foyer (back of building)

END DAY 1



L&T:24



DAY 2

2024 Learning & Teaching Research Symposium


Friday 26th July, 2024

Online via zoom

**Presented by Disruptive Innovations in
Business Education Research Group (DIBERG)**



Zoom for Day 2

 [Zoom Link](#) (Webinar ID: 816 9406 9936)

Master of Ceremonies – Welcome

Associate Professor
Elaine Huber

The Future of Business Education

Professor Peter Bryant

Stream 1 - Transforming L&T Experiences

[Zoom Link](#)

Chair: Elaine Huber

Presentation 1

Dr Alison Wong

Dr Stephen Tierney

Playful Extra-Curricular Learning In Programming Education

In many BA units students are required to learn a programming language such as Python. Students frequently report that the programming components of these units are extremely challenging. To help students visualise code execution and encourage students to practise and develop their programming skills, we developed a playful and inquiry driven set of extra curricular programming challenges using Karel the Robot, which is hosted on Ed.

Karel the Robot (Pattis et al., 1995) is a tool that was developed at Stanford to help students learn programming concepts. The Karel environment provides a 2D 'grid world' where the Karel character can move and interact with the environment. Since students control Karel in a restricted environment they spend more time developing their understanding of programming concepts, rather

than the syntax and technicalities of a more general language. Furthermore the 2D world is visualised for students so that they can immediately see how their program changes the environment step by step, which is in contrast to traditional languages where students must develop and maintain a mental model of the program state.

Karel provides a convenient way to implement inductive teaching, which has been shown to enhance student's higher order thinking abilities and strengthen their understanding of concepts when compared to deductive teaching (Prince & Felder, 2006).

This talk will cover our approach, preliminary feedback from students and future research directions.

Stream 1 – Transforming L&T Experiences

[Zoom Link](#)

Chair: Elaine Huber

Presentation 2

Dr Sandra Barker

Associate Professor
Lynn Gribble

Using Student Response Systems For Engaging Classes: Socrative Or Mentimeter?

Teaching large classes can make it difficult to engage students through traditional means. This paper compares two student response systems as a means to engage students, capture data and create a fun and gamified learning experience that rewards student interactivity (Sun and Hsieh, 2018). This paper is a case study comparing Socrative® and Mentimeter® as student response systems for large class teaching. It considers the benefits, including how it engages students and academic gains such as reduced administration. The constraints and impacts in classroom teaching are explored, drawing upon the experience of two teachers with their learning captured as a means of dissemination of practice to support other teachers who may be considering adopting and later adapting such practices (Gribble and Beckmann, 2023). By taking auto ethnographical accounts and using an action-learning approach as a sense-making exercise, these accounts enabled a depth of insight to evaluate the systems in situ.

The findings show that while student response systems have constraints, these can be addressed by putting pedagogical concerns in front of any technology deployment (after Sankey, 2020), reaping benefits for students and teachers. Once engaged in using the system, students become more willing to enter further discussions. However, the limitations of both systems indicate that there may be a need for multiple systems to be available depending on the pedagogical needs of the class.

This work extends discussions surrounding interactivity using student response systems. Additionally, practical insights from the users into their experiences with their students in using such systems provide alternatives for engagement in delivering large class learning at scale.

Stream 1 - Transforming L&T Experiences

[Zoom Link](#)

Chair: Elaine Huber

Presentation 3

Dr Stephanie Wilson

Dr Dewa Wardak

Traversing Situations and Contexts in Networked Learning The Role of Situated Readiness in Business Education

To meet the goals of business education and develop responsible business leaders, educators need to design networked learning environments that nurture and leverage students' connections to each other, their teachers, to industry and to the community. To support these connections effectively, we need to understand factors that support or inhibit students' participation in networked learning in business education. Networked learning involves processes of collaborative inquiry, "knowledge-creation and knowledgeable action, underpinned by trusting relationships, motivated by a sense of shared challenge and enabled by convivial technologies" (NLEC, 2021). Productive participation in learning networks is essential if students are to connect meaningfully with people and resources in ways that support their learning and experience. As the physical and digital learning environments students engage in often include complex configurations of tools, tasks, and epistemic resources, they require the skills and dispositions to effectively transition between environments. Using a situated readiness framework

(Hachmann and Dohn, 2018), this study presents an analysis of data from business students to identify ways in which students' level of readiness impacts on their ability to participate effectively in learning networks. Students highlighted a range of challenges they faced when attempting to traverse between face-to-face and online learning environments. However, our study also revealed numerous other situations or contexts that business students needed to traverse as part of their networked learning experience. These were grouped into five categories: domain; space and configuration; format, structure and resources; people or groups; and purpose and responsibility. Mapped onto the situated readiness framework, these categories can be used to gain a more nuanced understanding of how students navigate the complexities of networked learning environments. The study also identified skills and dispositions that contributed to students' level of readiness to navigate situations and contexts within networked learning environments, and some preliminary design considerations based on the findings.

Stream 2 – Assessment & Sustainability

[Zoom Link](#)

Chair: Angela Knox

Presentation 1

Considering Multiple Stakeholders' Perspectives In Online Assessment Design

Context/Background

Online assessment has received significant attention since COVID-19 and the rise of generative artificial intelligence (genAI) tools (Swiecki et al., 2022). Designing online assessment is becoming more challenging, with concerns about academic integrity (Dawson, 2020) paralleled by the recognition to equip students to enter workplaces where genAI is ubiquitous (Lodge et al., 2023). Amid rapid technological change, educators are expected to (re)design online assessments that cater for students, institutional policies, accrediting bodies and employers. These stakeholders' perspectives are currently poorly understood.

This study examines the perspectives of five stakeholder groups (educators, students, educational decision makers, accrediting bodies, and employers) concerning the utility of Huber et al.'s (2024) framework for designing and evaluating quality online assessments. The framework had previously been developed based on educator perspectives only and prior to the emergence of genAI. The framework has six design dimensions (academic integrity, quality feedback, student experience, information integrity, authenticity, and equity of access) and four contextual considerations (scale, resourcing, accreditation, and institutional policies).

Methods

We conducted ten interviews and seven focus groups (n=35) and applied thematic analysis to examine stakeholders' perceptions of assessment quality, the framework elements, and areas for refinement. We subsequently validated these results through a survey with the diverse stakeholders (n=203).

Findings/Discussion

We identified different priorities, understandings of dimensions and concerns. For example, educational decision makers and educators focused on assessment design (assessment type, academic integrity, policies), while the employers and accrediting bodies were concerned with the assessment outcomes (skills applicability). Students were highly concerned with their assessment experience (feedback) instead of design.

The results validate the framework, and suggest two amendments: learning outcomes, as a core design dimension, and technology (including GenAI) as a contextual consideration. Educators can use the framework to guide their assessment design decisions and identify ways to engage with students, accrediting bodies, and employers into the process.

Dr. Sandris Zeivots

**Associate Professor
Elaine Huber**

Dr. Andrew Cram

Miss Corina Raduescu

**Associate Professor
Amanda White**

Professor Lynne Harris

Professor Sue Wright

Mr. Andrew Brodzel

Stream 2 – Assessment & Sustainability

[Zoom Link](#)

Chair: Angela Knox

Presentation 2

Dr. Long TV Nguyen

Problem-Based Learning And The Integration Of Sustainable Development Goals

This study explores how problem-based learning (PBL) programs can address Sustainable Development Goals (SDGs) via the higher education (HE) curriculum, teaching materials and relevant assessments, supporting learning at scale for HE institutions.

Employing SDGs and their indicators as the coding framework, our two-phase study evaluates the curriculum and teaching materials of seven PBL programs at a leading higher education institution (HEI). The first phase involved a content analysis to assess the degree of sustainability integration in 156 relevant courses. The second phase applied a semi-automated mapping protocol to analyze learning and teaching materials in 120 relevant courses.

The school aligns with 17 SDGs (100%), covering 94 indicators (55.62%). On average, each program within the school addresses over ten of these goals and incorporates more than 24 associated indicators. However, the study reveals an imbalance in the incorporation of SDGs, with some goals not yet deeply and comprehensively embedded in the curriculum. While there is a substantial focus on sustainability theories, the practical implications of SDGs in emerging countries, particularly through case studies and assessments, require significant enhancement.

Mapping SDGs allows HEIs to identify strengths and gaps in SDG integration, thereby improving the PBL approach to enhance student work readiness in sustainability-focused careers.

Through the lens of transformative learning theory, this study provides evidence of SDG integration into PBL curricula. It highlights a mapping methodology that enables HEIs to evaluate their sustainability readiness in curriculum, teaching materials and relevant assessments.

Stream 2 – Assessment & Sustainability

[Zoom Link](#)

Chair: Angela Knox

Presentation 3

Dr Wei Li

Dr Sandris Zeivots

Ms Benedicte Rokvic

Empowering Students Through SDG-Focused International Practicum Courses

Despite the growing recognition of the importance of the Sustainable Development Goals (SDGs) for business, there is a paucity of academic and practice-oriented initiatives aimed at managing SDGs progress from an international business perspective. Our research aims to address this gap by integrating SDGs into Master of International Business' capstone units MIBS6005/6006 through practical, real-world business projects. Grounded in Mezirow's transformative learning theory, we explore a multi-layered approach encompassing tools, immersive experiences, and assessments at individual, group, and class levels.

Using a qualitative research design, we collected data from a cohort of master's students at the University of Sydney Business School. Data collection methods included interviews, and

reflective journals. Our participants, numbering 60 students, engaged in various projects that required them to develop strategies for real companies to achieve specific SDGs.

Our findings indicate that this integrative approach significantly enhances students' learning experiences. Students reported increased awareness and understanding of the SDGs, improved problem-solving skills, and a heightened sense of global citizenship. These outcomes were measured using pre- and post-course interviews, and content analysis of reflective journals. The research contributes to the literature by demonstrating how higher education can foster transformative learning experiences that mirror the stratified nature of societal actions toward achieving the SDGs at individual, communal, and societal levels.

BREAK



Stream 3 - Transforming L&T Experiences

[Zoom Link](#)

Chair: Elaine Huber

Presentation 4

Dr Craig Mellare

Dr Abdul Razeed

Dr Hamish Malloch

Is Distinction The New Credit?: An Empirical Study Of Grade Inflation At A Higher Education Institution In Australia

A longstanding debate within academia revolves around whether students in the present are being awarded higher average marks compared to students in the past, indicating a potential phenomenon known as 'grade inflation'. The decline in public confidence resulting from grade inflation has been widely observed, ultimately eroding the credibility of higher education institutions.

This paper aims to empirically investigate this issue, focusing on a large university in Australia, where anecdotal evidence suggests a notable rise in average marks over time. By examining changes in average grades among students with similar Australian Tertiary Admission Rank (ATAR) scores over 10 years, we seek to establish whether grade inflation exists. A survey of staff and a focus group of students further explores contributing factors of grade inflation.

The present study finds a significant level of grade inflation at a large Australian university since 2011. Factors that may have contributed to this trend are explored through a survey of academic and professional staff. Implications on grade inflation are also examined through a focus group with students at the Australian higher education institution. While previous papers have anecdotally suggested the presence of grade inflation, this is one of the first papers to provide empirical evidence of the existence of grade inflation in Australia. The findings of this study will benefit all stakeholders including the government, higher education institutions, academics, students, and prospective employers.

Stream 3 – Transforming L&T Experiences

[Zoom Link](#)

Chair: Elaine Huber

Presentation 5

Dr Steven Hitchcock

Dr Sandra Seno-Alday

Dr Praveena Chandra

Missing the Mark: lessons From Failing to Foster Learner Engagement in a Co-Curricular Program

Learner engagement, loosely defined as the extent of a student's cognitive and emotional investment in both academic and co-curricular activities, is argued to make a positive impact on both the student experience at university and student learning outcomes (Halverson, & Graham, 2019; Wresch & Pondell, 2015). A great deal of contemporary literature and thinking is rooted in Astin's (1984) suggestion that the more students are engaged in life at university, the greater their learning and personal development will be. Universities often implement co-curricular activities and programs to drive learner engagement, yet it continues to be the most lagging metric in nationwide student evaluations of higher education experience in Australia (QILT, 2022). This raises questions of how to design and deliver effective and engaging co-curricular programs, however, there is scant praxis-oriented knowledge available. This presentation draws on the experience of a team of academics at The University of Sydney Business

School tasked with creating the co-curricular component of the Dalyell program in 2019 in order to foster learner engagement amongst our undergraduate cohort. The presentation discusses the way that the program was structured based on contemporary literature in co-curricular design and critically considers why this program ultimately failed to engage in students. Drawing upon engagement data from 1 year of delivery, as well as a series of semi-structured long-form focus group discussions with participating students at varying stages of their learning journey, this presentation questions assumptions about learner engagement and co-curricular design and challenges the use of learner engagement as a metric for evaluating educators and educational institutions. This presentation further considers the changing nature of students' relationship with their education and queries the process (and possibility) of driving students' engagement with their life at university.

Stream 4 – Assessment & Sustainability

[Zoom Link](#)

Chair: Angela Knox

Presentation 4

Mr Ryan Menner

“Well, I Am Paying For It”: Student Perceptions On Learning And The Purpose Of Higher Education

Across OECD countries, higher education policy and funding has a clear labour market orientation. In Australia, this has been recently enshrined in the Job-ready Graduate Package (2021) and the Universities Accord report (2023), both of which make explicit statements to the role of higher education in creating a skilled, agile national workforce. The introduction of a student fee-paying system in Australian higher education during the late 1980s encoded the logic of higher education as a private good (Bacchi, 2009). As established elsewhere, the neoliberal ‘student-as-customer’ model has created some perverse affects on the provision, quality and purpose of higher education and the role

of universities (Marginson, 2008; Alvesson & Benner, 2016). In this paper, we draw on qualitative student data from the University of Sydney to foreground student perspectives on learning and the purpose of higher education. We present perspectives that reinforce but also reject the ‘student-as-customer’ model, and therefore offer a nuanced examination of learning identities and liminality. Through this examination we demonstrate the navigation of students between real and idealized states of their higher education experience. We hope to offer a range of perspectives that allow business educators to reflect on how they can also navigate the changing educational landscape.

Presentation 5

Dr. Praveena Chandra

Dr. Steven Hitchcock


Dr. Sandra Seno-Alday

Assessment Style In Interdisciplinary Education – Challenges In Creating Equitable Assessment Opportunities

Interdisciplinary education has become increasingly prominent in the higher education landscape over the past several decades. However, it is unclear if interdisciplinary learning environments offer students an equitable learning opportunity. This research paper examines the performance of 435 undergraduate students from different disciplinary backgrounds who enrolled in and completed two interdisciplinary project-based courses. The results of this study indicate that different assessment styles in interdisciplinary

courses tend to benefit students from certain disciplines while disadvantaging others. This paper goes on to consider this problem from an equity perspective, cautions educators to consider the challenges, and encourages inclusive assessment design to ensure students are presented with equal opportunity in interdisciplinary learning environments. This paper offers a substantive contribution to the field by highlighting a need for more research on inclusive assessments in interdisciplinary education.

Thanks, and Close

 [Zoom Link](#) (Webinar ID: 899 2992 6383)

END DAY 2





Day 1 – Thursday 25 July

[Zoom Link](#) (Webinar ID: 889 8381 6423)

| Welcome Session | | Slido (Event code – # LTForum_Keynote) | |
|-----------------|---|--|--|
| 8:45 – 8:55 | Master of Ceremonies – Welcome Professor Angela Knox, Academic Director of Professional Development, The University of Sydney Business School | | |
| 8:55 – 9:00 | Welcome to Country Aunty Joan Bell, Metropolitan Local Aboriginal Land Council | | |
| 9:00 – 9:05 | Business School Welcome Professor Leisa Sargent, Dean of The University of Sydney Business School | | |
| 9:05 – 9:15 | Opening Address Professor Joanne Wright, Deputy Vice-Chancellor (Education), The University of Sydney | | |
| 9:15 – 9:20 | Master of Ceremonies – Introduction of Keynote Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School | | |
| 9:20 – 10:00 | Keynote Address (Re)Framing The Genai System Shock In Higher Education Professor Simon Buckingham Shum, Director of Connected Intelligence Centre (CIC) – University of Technology Sydney | | |
| 10:00 – 10:20 | Q&A – Keynote Moderated by: Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School Keynote Speaker: Professor Simon Buckingham Shum, Director of Connected Intelligence Centre (CIC) – University of Technology Sydney | | |
| 10:20 – 10:25 | Master of Ceremonies – Introduction of Sessions and Launch of People’s Choice Award Polls Professor Angela Knox, Academic Director of Professional Development, The University of Sydney Business School | | |
| 10:25 – 10:40 | MORNING TEA BREAK | | |
| 10:40 – 11:35 | Showcase: Session 1A | Showcase: Session 1B | Showcase: Session 1C |
| | ABS Case Study Lecture Theatre 2140 Menti Link | ABS Case Study Lecture Theatre 2090 Menti Link | ABS Seminar Room 2130 Menti Link |
| | Theme: Transforming L&T Experiences Chair: Joseph Boulis Showcase 1 – Student to Student Talk Ms Louise Luff, Dr Benjamin Lay Showcase 2 – Empowering Start-Ups to Innovate and Expand: Crafting Incremental In-Class Activities for Innovative Business Solutions Mr Darren Louie, Dr. Na Liu Showcase 3 – Seeing Them Steadily And Seeing Them Whole: Making Learning Processes Visible Dr Alison Casey | Theme: Sustainability Chair: Carmen Vallis Showcase 1 – Introducing the SDG Toolkit Dr Stephanie Wilson, Ms Emma Holland, Ms Benedicte Rokvic and Dr Anna Young-Ferris Showcase 2 – Curricula Mapping Of Sustainable Development Goals: Monitoring Progress In Responsible Management Education Ms Maria J Hernandez Ramos and Associate Professor Chris F Wright Showcase 3 – New Market Creation: Alleviating Poverty Via Innovative Business Models Dr. Noman Shaheer | Theme: Assessment Chair: Dr Zoe Alderton Showcase 1 – Uncovering Employability Skill Development Challenges In Online And In-Person Group Work Prof Eliza Wu, Dr Kaiying Ji and A/Prof Rachael Hains-Wesson Showcase 2 – Beyond Prompt Engineering: Augmenting Critical Reflection with AI Dr Julian Prester and Dr Raffaele Ciriello Showcase 3 – Applying Ai In Education: Reflections On Assessment Design And Learning Activities In Finance Units A/Prof Doowon Lee, Dr Danilo Lopomo Beteto, Dr Jennifer Sun and Dr Fred Huang |
| 11:35 – 11:40 | BREAK | | |

Event program continued overleaf....



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|---------------|---|---|
| 11:40 – 12:35 | Workshop Session | Workshop Session |
| | <p>📍 ABS Learning Studio 2100</p> <p>Theme: Transforming L&T Experiences</p> <p>Now repeat after me: “Trans-for-ma-ti-o-nal Teaching & Learning”. A Student-run S(t)imulation Session</p> <p>Chair: Elaine Huber</p> <p>Dr Maria Ishkova and students to be named</p> | <p>📍 ABS Seminar Room 2130</p> <p>Theme: Equity, Diversity and Inclusion</p> <p>Using ICIP Protocol to Indigenise Curriculum</p> <p>Chair: Angela Knox</p> <p>Associate Professor Danika Wright</p> |

12:35 – 13:20 LUNCH

Panel Discussion

📍 ABS Lecture Theatre 1130 [Zoom Link](#) (meeting ID: 898 6300 2181) [Slido](#) (Event code - # LTForum_Panel)

| | |
|---------------|--|
| 13:20 – 14:05 | <p>Future of Learning and Teaching Based on Changing Expectations and Context</p> <p>Chair: Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p> <p>Panellists:</p> <p>Associate Professor Dimitria Groutsis, Discipline of Work and Organisational Studies, The University of Sydney</p> <p>Dr Sarah Loch, Director – Pymble Institute, Pymble Ladies’ College</p> <p>Yinyan (Calvados) Che, University of Sydney, Master of Commerce (Extension), Finance and Data Analytics, The University of Sydney</p> <p>Sebastian Jeo, Bachelor of Commerce – BCom, Finance and Data Science, The University of Sydney</p> <p>Celeste Kocabay, Head of People and Culture Curio Group and Founder</p> <p>Professor Adam Bridgeman, Pro Vice-Chancellor (Educational Innovation), The University of Sydney</p> |
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14:05 – 14:10 BREAK

Afternoon Session

| | | |
|---------------|--|--|
| 14:10 – 15:05 | Showcase: Session 2 | Digital Poster Talk Session 1 |
| | <p>📍 ABS Case Study Lecture Theatre 2140</p> <p>Menti Link</p> <p>Theme: Equity, Diversity and Inclusion & Transforming L&T Experiences</p> <p>Chair: Stephanie Wilson</p> <p>Showcase 1 – Centering Indigenous Leadership In The Classroom: Resources For Educators And First-Hand Student Experience</p> <p>Mr Anthony Krivokapic, Ms Mesepa Paul and Dr Anna Young-Ferris</p> <p>Showcase 2 – Leadership Development for Grand Challenges: Fostering Diversity and Interdisciplinary Collaboration</p> <p>Dr Corinna Galliano, Dr Zoe Alderton and Mr Craig Gilliver</p> <p>Showcase 3 – Increasing Student And Tutor Engagement By Gamifying Tutorial Content In A Project Management Course</p> <p>Mr Simon Loria</p> | <p>📍 ABS Learning Studio 2100 Zoom Link (meeting ID: 880 6844 2238)</p> <p>Theme: Mixed</p> <p>Chair: Max Baker</p> <p>Digital Poster Talk 1 – Authentic Assessment in Tax Education: Real-World Scenarios and AI Support</p> <p>Ms Fei Gao</p> <p>Digital Poster Talk 2 – Engaging Business School teachers: Feedback on New Canvas Templates</p> <p>Ms Rachael Lowe, Mr Andrew Brock, Mrs Benedicte Rokvic, Ms Stacey Petersen, Mr Enosh Yeboah, Mr Sunprit Singh</p> <p>Digital Poster Talk 3 – Integrating AI in Corporate Finance Education: A Pathway to Inclusive and Adaptive Learning</p> <p>Dr Henry Leung</p> <p>Digital Poster Talk 4 – AI Meets Finance: Innovative Assessment Design and Student Reflection</p> <p>A/Prof Doowon Lee and Dr Vycke Wu</p> <p>Digital Poster Talk 5 – Designing Meaningful Learning Analytics From Canvas Data And Snowflake</p> <p>Dr Carlos Prieto, Dr Andrey Vasnev, Dr Andrew Cram</p> <p>Digital Poster Talk 6 – Reflecting On Reflection: Utilising Edtech To Develop Student Reflective Capabilities</p> <p>Dr Paul Finn</p> |

15:05 – 15:20 AFTERNOON TEA

Event program continued overleaf....

| | | |
|---------------|--|--|
| 15:20 – 16:15 | Showcase: Session 3A | Showcase: Session 3B |
| | <p>📍 ABS Seminar Room 2130 Zoom Link (meeting ID: 847 6015 6481)</p> <p>Menti Link</p> <p>Theme: Sustainability & Transforming L&T Experiences Chair: Chris F Wright</p> <p>Showcase 1 – Joyful Learning Through Object-Based Learning: Implementing The Impactful Five (I5) Framework Dr Dewa Wardak, Associate Professor Ranjit Voola, Ms Jane Thogersen and Dr Eve Guerry</p> <p>Showcase 2 – Simplify And Sequence Workshop Design With The Acad Framework Ms Joanne Nash and Ms Christie Van Diggele</p> <p>Showcase 3 – From Frustration To Fulfilment: Meeting Early Challenges Analysing Business Transactions Dr Paul Blayney, Ms Janine Coupe and Mr Mark Waddington</p> | <p>📍 ABS Case Study Lecture Theatre 2090 Zoom Link (meeting ID: 847 6015 6481)</p> <p>Menti Link</p> <p>Theme: Assessment Chair: Raffaele Ciriello</p> <p>Showcase 1 – Incorporating Real-world Consulting Projects in a Finance Capstone Unit Dr George Issa and Dr Thomas To</p> <p>Showcase 2 – We Need To Talk! An Authentic And Ai-Proof Method Of Assuring Learning Dr Adrian Norman, Dr Stephanie Wilson, Dr Alison Casey, and Ms Joanne Nash</p> <p>Showcase 3 – Using Ai To Produce A Report: An Assessment In Which Students Reflect On Processes Mr Joseph Boulis and Dr Alison Casey</p> |
| 16:15 – 16:20 | BREAK | |
| 16:20 – 17:00 | Showcase: Session 4A | Showcase: Session 4B |
| | <p>📍 ABS Learning Studio 2100 Zoom Link (meeting ID: 832 9587 7166)</p> <p>Menti Link</p> <p>Theme: Transforming L&T Experiences Chair: Alison Casey</p> <p>Showcase 1 – Co-Creating the Future: Integrating Gen-AI into Finance Education Dr Jennifer Sun, Dr He Huang, A/ Prof Doowon Lee and Dr Danilo Lopomo Beteto</p> <p>Showcase 2 – Rethinking Core Curriculum Design In An Undergraduate Business And Management Programme In A Technological University In Ireland Dr Roisin Donnelly, Dr Pat Kenny, Dr Joe Fitzgerald and Dr Eoghan O’Grady</p> | <p>📍 ABS Case Study Lecture Theatre 2140</p> <p>Menti Link</p> <p>Theme: Assessment Chair: Doowon Lee</p> <p>Showcase 1 – Assessments That Ask Students To Analyse Generative Ai Output: Student And Educator Perceptions Dr Andrew Cram, Ms Corina Raduescu, Dr Sandris Zeivots and A/Prof Elaine Huber</p> <p>Showcase 2 – Designing Interactive Orals (IO) for Authentic Assessment in the Business School Dr Ju Li Ng, Dr Meraiah Foley and Dr Vanessa Loh</p> |
| 17:05 – 17:10 | BREAK | |
| 17:10 – 17:20 | Closing Address | |
| | <p>📍 ABS Lecture Theatre 1130 Zoom Link (meeting ID: 886 1230 0995)</p> <p>Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p> | |
| 17:20– 18:20 | Networking event - Wine/Cheese | |
| | <p>📍 Level 2, Foyer (back of building)</p> | |





Zoom for Day 2 [Zoom Link](#) (Webinar ID: 816 9406 9936)

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| 9:00 – 9:05 | Master of Ceremonies – Welcome Associate Professor Elaine Huber, Academic Director, Business Co-Design, The University of Sydney Business School | |
| 9:05 – 9:25 | The Future of Business Education Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School | |
| 9:25 – 11:00 | Stream 1 – Transforming L&T Experiences | Stream 2 – Assessment & Sustainability |
| | Zoom Link (meeting ID: 844 0220 0733) Chair: Elaine Huber Presentation 1 – Playful Extra-Curricular Learning In Programming Education Dr Alison Wong and Dr Stephen Tierney Presentation 2 – Using Student Response Systems For Engaging Classes: Socrative Or Mentimeter? Dr Sandra Barker and Associate Professor Lynn Gribble Presentation 3 – Traversing Situations and Contexts in Networked Learning The Role of Situated Readiness in Business Education Dr Stephanie Wilson and Dr Dewa Wardak | Zoom Link (meeting ID: 890 9441 6635) Chair: Angela Knox Presentation 1 – Considering Multiple Stakeholders’ Perspectives In Online Assessment Design Dr. Sandris Zeivots, A/Prof. Elaine Huber, Dr. Andrew Cram, Miss Corina Radulescu, A/Prof. Amanda White, Prof. Lynne Harris, Prof. Sue Wright and Mr. Andrew Brodzeli Presentation 2 – Problem-Based Learning And The Integration Of Sustainable Development Goals Dr. Long TV Nguyen Presentation 3 – Empowering Students Through SDG-Focused International Practicum Courses Dr Wei Li, Dr Sandris Zeivots and Ms Benedicte Rokvic |
| 11:00 – 11:10 | BREAK | |
| 11:10 – 12:10 | Stream 3 – Transforming L&T Experiences | Stream 4 – Assessment & Sustainability |
| | Zoom Link (meeting ID: 868 6432 8365) Chair: Elaine Huber Presentation 4 – Is Distinction The New Credit?: An Empirical Study Of Grade Inflation At A Higher Education Institution In Australia Dr Craig Mellare, Dr Abdul Razeed and Dr Hamish Malloch Presentation 5 – Missing the Mark: lessons From Failing to Foster Learner Engagement in a Co-Curricular Program Dr Steven Hitchcock, Dr Sandra Seno-Alday and Dr Praveena Chandra | Zoom Link (meeting ID: 854 9184 3813) Chair: Angela Knox Presentation 4 – “Well, I Am Paying For It”: Student Perceptions On Learning And The Purpose Of Higher Education Mr Ryan Menner Presentation 5 – Assessment Style In Interdisciplinary Education – Challenges In Creating Equitable Assessment Opportunities Dr. Praveena Chandra, Dr. Steven Hitchcock and Dr. Sandra Seno-Alday |
| 12:10 – 12:15 | Thanks, and close | |
| | Zoom Link (meeting ID: 899 2992 6383) | |

L&T:24

2024 Learning & Teaching Forum

July 25-26 2024



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