

L&T:25

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**2025 Learning &
Teaching Forum**



THE UNIVERSITY OF
SYDNEY
—
Business School

November 12-13 2025



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:25



DAY 1

Wednesday 12th November, 2025

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



Welcome Session

 **Zoom Link** (Webinar ID: 816 1722 5524)
Slido (Event code - # LTForum_Keynote)
 BHB Lecture Theatre 1130

Master of Ceremonies – Welcome

Dr Alison Casey

Welcome to Country

Yvonne Weldon AM

Business School Welcome (video)

Professor Leisa Sargent

Opening Address

Associate Professor
Danika Wright

Master of Ceremonies – Introduction of Keynote

Professor Angela Knox

Welcome Session

 [Zoom Link](#) (Webinar ID: 816 1722 5524)

 [Slido for Q&A](#)

Keynote Address– University feedback in a time of artificial intelligence

**Professor Margaret
Bearman**

Feedback offers the opportunity for university educators to directly connect with student work. But what happens when we add generative artificial intelligence (AI) into the mix? This keynote explores the role of feedback in university education. I review what makes feedback valuable and then turn to recent research on how students work with AI, highlighting the differences between human and AI feedback information. Finally, I consider the role of student judgement, and why it matters.

Q&A – Keynote

**Professor Margaret
Bearman**

Moderated by: Professor Angela Knox, Academic Director of
Professional Development, The University of Sydney Business School



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

Dr Alison Casey

MORNING TEA BREAK



Showcase – Session 1A

BHB Case Study Lecture Theatre 2140

 [Zoom Link](#) (Meeting ID: 850 8543 5394)

Theme: AI showcase

Chair: Anthony Krivokapic

Showcase 1

Mr Advait Madhav

Dr Carmen Vallis

AI integration examples: student showcase of real business education practice

This student-led showcase examines generative AI integration across University of Sydney Business School units from the learner's perspective. As part of a broader USBS strategic initiative on open writing assessments, our student researcher collected diverse, real-world examples of AI in teaching from ten Unit Coordinators, conducted student focus groups, and documented current practice to inform pedagogical innovation and support university-wide policy development on open writing assessments and AI integration. Business School examples were organised into four pedagogical themes: AI as a Collaborative Thinking Partner, AI-Supported Strategy and Modelling, Simulated Engagement and Role-Based AI, and Ethical AI Use and Responsible Autonomy. Integration practices vary by discipline, but common success factors include strong scaffolding,

transparency, explicit AI literacy development, and metacognitive reflection. Effective pedagogical approaches, whether AI is used or not, position students as critical thinkers rather than passive users, with academics increasingly designing multi-stage assessments that integrate GenAI purposefully rather than prohibiting its use (Ciriello & Vallis, 2025; Hendrichske et al., 2025; Vazquez Hernandez et al., 2024).

Participants will view a curated Canvas showcase, see examples of AI in practice from a student lens, and consider how these examples can guide future use. This showcase centres student-led curation, responsible AI practice analysis, and sustainable knowledge sharing through real and replicable examples

Showcase – Session 1A

BHB Case Study Lecture Theatre 2140

 [Zoom Link](#) (Meeting ID: 850 8543 5394)

Theme: AI showcase

Chair: Anthony Krivokapic

Showcase 2

Dr Kaiying Ji

Ms Louise Luff

Dr Benjamin Lay

Ms Janine Coupe

Blending GenAI and Industry in Assessment – A Third-year Accounting Story

Rapid adoption of generative AI (genAI) by accounting firms has resulted in a greater expectation on accounting graduates to be able to effectively incorporate genAI use in their professional work. Using discussions with industry partners to inform our approach, a group assessment task in a third-year accounting unit was developed that required students to use both general and agentic genAI tools in ways that emulated their use in the profession. Furthermore, high performing student groups were invited to present their findings to a team from a large accounting firm, providing opportunities for authentic feedback and networking.

Drawing on principles from constructivist learning and scaffolded learning scholarship (Cooperstein & Kocevar-Weidinger, 2004; Ertmer & Glazewski, 2018), groups of students were asked to critique a specific accounting standard through a structured exploration of the standard setting process. To inform their

critique, students were directed to use Microsoft Copilot to summarise comment letters from stakeholders on proposed changes to the accounting standard. Subsequently, students were asked to critically assess the rationale for the changes, with the option of brainstorming and obtaining feedback from a Cogniti genAI agent.

These tasks culminated in a reflection task, in which students embedded screenshots of genAI tool and group conversations and detailed how their understanding of accounting standard setting developed. The presentation will showcase initial findings from a thematic analysis of student reflections and survey responses from the industry presentation participants. This assessment approach is highly adaptable across disciplines for developing work-relevant genAI skills and providing valuable networking opportunities for students.

Showcase – Session 1A

BHB Case Study Lecture Theatre 2140

 [Zoom Link](#) (Meeting ID: 850 8543 5394)

Theme: AI showcase

Chair: Anthony Krivokapic

Showcase 3

Dr Vycke Wu

Foundations Reimagined: Using Generative AI to Empower First-Year Finance Students

This project introduces a newly designed group assignment in FINC5001: Foundations in Finance, a core first-year postgraduate unit, aimed at equipping students with the skills to critically engage with generative AI in financial analysis. Students conducted an AI-assisted investment analysis of an ASX-listed company by generating initial recommendations using tools such as ChatGPT or Cogniti. They then independently verified financial metrics, performed valuations, and critically evaluated the AI's outputs within the context of market data and professional standards.

To support this process, I delivered three scaffolded consultation sessions that introduced available AI tools, clarified

the assignment structure and marking rubric, and guided students through critical reflection. These sessions provided timely feedback and helped students approach AI-assisted analysis with both confidence and scepticism.

The final deliverables—a business-style report and a group video presentation—required students to synthesise AI and human analysis while reflecting on the limitations, reliability, and ethical risks of AI-generated investment advice. This initiative demonstrates how generative AI can be thoughtfully embedded into early-stage finance education to build analytical autonomy, ethical awareness, and student engagement in line with the Business School's strategic priorities.

Showcase – Session 1A

BHB Case Study Lecture Theatre 2140

 [Zoom Link](#) (Meeting ID: 850 8543 5394)

Theme: AI showcase

Chair: Anthony Krivokapic

Showcase 4

Dr Roel Boomsma

Ms Janine Coupe

AI-Enhanced Business Case Assessments: Integrating Business Software for Real-World Learning

This workshop explores how AI chatbots, combined with industry-standard business software, can transform case-based assessments, equipping students with essential skills for the modern business world. By integrating AI-driven interactions with Excel 365, OneDrive, and business software like Xero, educators can create immersive learning environments that bridge theory with professional practice.

Building on innovations in the Foundation in Accounting (ACCT5001) unit, this session showcases the use of two AI chatbots—a Socratic Business Coach for group assignments and a Virtual Business Manager for individual assessments—to simulate business interactions. Students engage in dynamic case-based learning using collaborative workspaces in OneDrive for live co-authoring, while business software like Xero and Excel 365 supports financial analysis and strategic decision-making, replicating real-world workflows.

In this workshop, educators will gain practical insights into designing AI-enhanced assessments using Cogniti, the University's custom AI chatbot platform. The workshop will cover implementation strategies, including chatbot prompt design, Canvas integration, and effective approaches to engaging students in problem-solving scenarios.

By integrating AI-driven guidance with business software, this approach fosters a dynamic learning environment where students apply analytical skills, refine professional communication, and develop industry-relevant competencies. It aligns with the University of Sydney Business School's commitment to Innovative, Responsible, and Sustainable education, demonstrating how AI can enhance student engagement and elevate assessment design in business education.

Showcase – Session 1B

BHB Case Study Lecture Theatre 2090

Theme: **Simulating with AI**

Chair: Zoe Alderton

Showcase 1

Ms Jane Strachan

Dr Praveena Chandra

Balancing student creativity with Artificial intelligence in Design Thinking

Integrating AI into the learning process is showing great promise with the students in the Business School's Dalyell Program, in particular with the 'Innovation In Organisations' unit. The unit is designed to give students the opportunity to work in multidisciplinary groups to experience the innovation process, from an organisational, industry partner centred perspective.

Faced with limited time and experience, we use artificial intelligence to both enhance and streamline the design thinking process, while simultaneously encouraging and developing creativity. With each group's innovation journey different, AI has been invaluable in progressing students through the process, deepening their knowledge of the sustainability challenges through provision of different discipline and stakeholder perspectives, developing prototypes and testing and verifying assumptions made about the solution.

This showcase will examine the evolution and impact of AI within the unit, highlighting significant developments and successes and failures over time.

Showcase – Session 1B

BHB Case Study Lecture Theatre 2090

Theme: **Simulating with AI**

Chair: Zoe Alderton

Showcase 2

Ms Karen Ganschow

Harness AI Agentics for Role Plays and Customer Research

Role play has long been recognised as a powerful experiential learning tool that supports development across affective, cognitive, and behavioural domains. According to Rao & Stupans (2012), role play enables students to apply theoretical knowledge in realistic scenarios, fostering empathy, perspective-taking, and decision-making skills.

In contemporary marketing education, it is essential for students to test product concepts with target customer segments and convincingly pitch business initiatives to key stakeholders, such as the Chief Financial Officer (CFO).

In this presentation, I will share the process of developing two Cogniti agents in collaboration with the University of Sydney's Educational Innovation team. The agents will be embedded in one of the new MBA (Technology and Digital Strategy) units in 2026. Students will engage with AI agents representing generational customer segments: Generation X and Generation Z, to conduct market testing and refine their "Go to Market" strategies. This dual-layered role play; customer testing followed

by stakeholder pitching, aligns with experiential learning principles and supports the development of critical thinking, communication, and strategic decision-making skills. These interactions are designed to simulate real-world customer feedback and inform assessment tasks focused on product development and stakeholder communication. According to Nguyen (2025) when generative AI tools are integrated into a learning activity thoughtfully, they can enhance student creativity and engagement.

The new MBA (TDS) will run in a fully online mode where students will be assessed on their ability to present a compelling business case to a simulated CFO in a synchronous pitch session.

Before the agents are embedded in the MBA unit however, I ran a pilot with my current students in unit FMBA5007 2025 Innovation in Strategic Marketing. There were 44 students in the class and over 30% interacted with the Customer Segment to test the concepts for their final marketing project. In this presentation, I will share how the agents were received by my current students.

Showcase – Session 1B

BHB Case Study Lecture Theatre 2090

Theme: **Simulating with AI**

Chair: Zoe Alderton

Showcase 3

Dr Raffaele Ciriello

From Compliance to Creativity: Teaching Problem-Reframing with GenAI in the Capstone*

This Showcase presents a pedagogical redesign of INFS3600, the Business Information Systems capstone unit, which positions generative AI (genAI) not as a threat or shortcut, but as a creative partner, an interactive digital scrapbook, that supports students in reframing complex societal problems. Rather than automate answers, genAI helps students explore uncertainty, simulate stakeholder perspectives, and communicate ideas with empathy and clarity.

Final-year students select meaningful project domains, from youth mental health and digital inclusion to workplace safety and curriculum reform, and work in professional BIS roles (e.g. analyst, architect, evaluator) to scope the problem, engage stakeholders, and develop a working prototype. They document their process through multimodal artefacts including visual storyboards, design scrapbooks, and a reflective viva voce.

To foster transparency and critical digital literacy, a small early-

semester task, the GenAI Strategy, asks students to articulate how they plan to use AI, where they draw the line, and how they will evaluate outputs. This normalises thoughtful engagement and safeguards integrity without deterring creativity.

The result is a learning environment where technology enhances, rather than replaces, critical thinking and design. Students build not only technical competence but civic imagination, preparing them to lead ethically in a world increasingly infused with AI.

This Showcase invites discussion on student-led innovation, AI-supported creativity, and post-AI assessment design. It will feature student-created artefacts, including AI-generated cartoons used to communicate solutions to diverse stakeholders, and protocols for synthetic evaluations with hard-to-reach user groups such as children, survivors of harassment, and remote communities.

Showcase – Session 1B

BHB Case Study Lecture Theatre 2090

Theme: **Simulating with AI**

Chair: **Zoe Alderton**

Showcase 4

Miss Corina Raduesecu

Mr Jeffrey Lo

Assessing with AI: Building Trust or Breeding Doubt?

Integrating generative AI into assessment offers new opportunities but also raises concerns about trust among educators and students. One persistent challenge is replicating authentic stakeholder engagement, such as interviews, within the classroom. To address this, we introduced a Cogniti Agent designed to act as a pharmacist subject matter expert (SME) for students to interview as part of their assessment. Students could interact with the AI agent, view a pre-recorded interview with the SME, and use publicly available documents to develop a comprehensive model of the drug dispensing process.

Surprisingly, only 40% of students used the agent; among them, 67% also watched the interview. There was a modest positive correlation between agent use and assessment performance:

students who used the agent averaged a score of 75%, those who used both the agent and interview averaged 77%, while students who did not use the agent averaged 66.5%. Notably, three students who used the agent scored 95%. Survey feedback indicated that students found the agent moderately useful, appreciating its clear answers. However, 70% felt it did not provide information beyond what was already available. Those who did not use the agent cited concerns about trust and the reliability of AI-generated information. These findings highlight the need for educators to build trust in AI tools through transparent communication about their limitations and robust validation of their outputs

Showcase – Session 1C

BHB Seminar Room 1150

Theme: **Interactive oral**

Chair: **Jodie McGann**

Showcase 1

Dr Alison Casey

Dr Stephanie Wilson

Ms Jo Nash

Interactivity in interactive oral assessment*

The interactive oral assessment (IOA) type is not new, but it has been receiving a lot of renewed attention at this university and beyond as a rare assessment format that has the potential to be both authentic and secure across a wide range of disciplines (Ward et al., 2024). In this showcase I present what my colleagues and I have learned over the course of two education grants about the challenges and opportunities of the interactivity component of this assessment type. Students appear to respond to IOAs by preparing more deeply than they would for other assessment types because of the interactivity. Educators find that they need a different approach to what they are used to in developing this form of assessment. I will use data collected from both educators and students over the course of these grants to illustrate the role of interactivity in IOAs, and how it sets this

form of assessment apart from more common forms. As developing this interactivity seems to be a hurdle for educators in embracing IOAs, I will end with an activity to dig into this issue with showcase participants.

References:

Ward, M., O’Riordan, F., Logan-Fleming, D., Cooke, D., Concannon-Gibney, T., Efthymiou, M., & Watkins, N. (2024). Interactive oral assessment case studies: An innovative, academically rigorous, authentic assessment approach. *Innovations in Education and Teaching International*, 61(5), 930–947. <https://doi.org/10.1080/14703297.2023.2251967>

Showcase – Session 1C

BHB Seminar Room 1150

Theme: **Interactive oral**

Chair: **Jodie McGann**

Showcase 2

Associate Professor Daniel Gozman

Dr Alison Casey

Reflections on delivering interactive orals for CEMS, MMGT and MComm*

An interactive oral is a dynamic form of assessment where students participate in real-time spoken dialogue to demonstrate their understanding, reasoning, and communication skills in simulated professional settings. Unlike traditional oral presentations that follow a one-way format, interactive orals are dialogic and conversational, often involving role-play between a student and a tutor or peer acting as a client, manager, or stakeholder. These assessments are typically scenario-based, requiring students to respond to case studies or problem situations that demand critical thinking and applied knowledge. They are designed to simulate real-world professional interactions such as project briefings, strategic consultations, or risk discussions. A key feature is the assessment of “thinking-in-action,” where students must reason aloud, adapt to new information, justify their decisions, and engage meaningfully in the unfolding conversation.

In addition to fostering authentic learning, interactive orals have the advantage of being inherently resistant to generative AI

substitution, offering a robust alternative to written assessments in an era of rapidly advancing AI tools. However, scaling this format to large cohorts can present challenges, including increased time and resource demands, as well as the need to train assessors in effective facilitation and evaluation.

In this showcase presentation, Alison and Danny reflect on five successful implementations of interactive oral assessments delivered across the Master of Management and Master of Commerce programs. The session introduces three distinct types of interactive oral assessments, explores their diverse applications, and evaluates their effectiveness using student feedback and learning outcomes. The presentation concludes by synthesising this evaluation into a set of practical, actionable recommendations for educators, supporting the broader integration of interactive orals into curriculum design to enhance student engagement, critical thinking, and real-world preparedness through authentic assessment

Showcase – Session 1C

BHB Seminar Room 1150

Theme: **Interactive oral**

Chair: Jodie McGann

Showcase 3

Associate Professor Sunghoon Kim

Innovating HR Pedagogy through AI-Assisted Assessment Design*

With the support of the Business Co-Design team, WORK6017 (HR Strategies) introduced new AI-assisted assessments and learning activities in Semester 1, 2025, to develop students' AI literacy and deepen their understanding of AI's impact on strategic HRM. Two major changes were implemented. First, students were explicitly encouraged to use AI tools (such as Co-pilot) to assist in preparing case analyses. The aim was to create AI-augmented learning experiences, not to let AI replace student learning. To this end, students were tasked with analysing real-world HR problems using sophisticated theoretical frameworks they are unfamiliar with. A dedicated tutorial supported students in learning how to incorporate AI tools into their projects. Assessment took place through interactive oral sessions held mid-semester. Second, students conducted group projects examining real-world cases of AI's impact on HR practices. One

case focused on a firm's efforts to innovate HR using generative AI; the other explored the rapid growth of the HR-tech industry driven by emerging AI technologies. Students were encouraged to apply AI tools in both their analyses and presentations, which were assessed in class.

Student responses to these innovations were positive. The unit rating increased from 4.51 to 4.68, with a notable rise in Q2 ("The work has been intellectually rewarding") from 4.58 to 4.73. Students also reported feeling more challenged by assessments (Q5: 4.56 to 4.62), indicating that AI integration pushed their learning rather than making tasks easier. Many noted the unit gave them practical opportunities to learn how to use AI in workplace contexts.

Showcase – Session 1C

BHB Seminar Room 1150

Theme: **Interactive oral**

Chair: Jodie McGann

Showcase 4

Dr Abdul Razeed

Mr Ali Zaheer

Mr Philip Le

Mr Christian Russo

Giving Voice to Understanding: Scaling Oral Interactive Assessment in a Large Cohort

In 2025 S1, BUSS5221: Creative and Analytic Mindset, a core Master of Commerce unit with over 1,500 students, 95% of whom are international, we introduced a bold innovation: an oral interactive assessment designed not only to evaluate students' understanding but to give them a voice in a traditionally impersonal learning environment.

This workshop will guide participants through the design, implementation, and scaling of this assessment model, which emerged from a commitment to address the "voicelessness" often experienced by students, both international and domestic, in large classes (Arkoudis et al., 2013). The oral interactive format invited students into structured, conversational dialogues with

tutors, encouraging them to articulate their thinking and defend their reasoning. This allowed fostering deeper engagement, confidence, and academic communication skills.

Despite the logistical challenges of running this assessment across a large cohort, the outcomes have been overwhelmingly positive. Students report feeling "heard," and tutors noted increased authenticity and agency in student responses.

Whether participants are looking to humanise assessment, support students, or simply try something new, this session offers a practical, research-informed roadmap to giving students a voice.

Showcase – Session 1D

BHB Seminar Room 1140

Theme: **Mixed Theme**

Chair: **Max Baker**

Showcase 1

Dr Mark Freeman

Innovative Assessment Strategies: Evaluating the Effectiveness of Secure Long-Form Writing in Project Management

This presentation will discuss the new 'in-class secured' in-person written or creative assessment type and how its application pilot went in the unit INFS6071. INFS6071: Project Management in Business is part of a university-wide pilot to evaluate the effectiveness of secure long-form writing assessments in enhancing the university's graduate communication skills as a strategic education initiative for the Office of the Vice Chancellor.

A traditional research-based written report assessment was redesigned to be completed over five weeks in tutorials as a

series of interconnected individual elements. During the showcase, a critical evaluation from the unit coordinator will be provided, including hints and tips for educators interested in implementing this assessment type in the future. This evaluation will highlight the strengths of the new format, such as increased student participation and deeper learning outcomes, as well as potential areas for further improvement. Overall, the redesigned assessment aims to enhance the learning experience by promoting critical thinking, independent inquiry, and continuous improvement throughout the writing process, all within a secure setting that ensures learning assurance.

Showcase – Session 1D

BHB Seminar Room 1140

Theme: **Mixed Theme**

Chair: **Max Baker**

Showcase 2

Dr Martin Turner

Dr Maria Tyler

Programmatic Assessment in a World of AI: Its Use in a Capstone Accounting Unit

Explore programmatic assessment in action through a capstone accounting unit – with a focus on the practical challenges (student engagement with feedback, teacher workload) and proposed solutions. This will include sharing practical insights into low-stakes, feedback-rich assessment design that fosters student competencies.

Included are brief examples of low-stakes tasks used in the accounting capstone, as well as brief examples of student feedback on the approach.

Programmatic assessment involves a series of low-stakes assessments with regular feedback that aggregate to a student's total assessment. It focuses on assessment for learning, rather than solely on assessment of learning, with assessments being learning tasks that help students develop and demonstrate their competencies.

For programmatic assessment to be successful, students need support on how to self-regulate their learning. This refers to their capacity to monitor aspects of their learning, such as motivation, cognition and behaviour when studying. Findings from the educational psychology literature can be used to support the use of programmatic assessments to help students develop an awareness of 'how' they experience aspects of their learning.

Another challenge is that students need to engage actively in regular forms of feedback, to support their self-regulated learning. Students can find it difficult to seek and implement feedback in programmatic assessment settings. And there are challenges for teachers to provide and support regular feedback to and between students. How these challenges have been managed will be discussed.

Showcase – Session 1D

BHB Seminar Room 1140

Theme: **Mixed Theme**

Chair: **Max Baker**

Showcase 3

Dr Dewa Wardak

Dr Jennifer Sun

Making Graduate Qualities Visible to Students: Strategies and Insights for Educators

This presentation draws on a pilot study at the University of Sydney that explored international students' awareness of graduate qualities (GQs); the transferable skills and attributes students are expected to develop during their studies that are central to employability and lifelong learning.

While GQs are central to institutional visions of student success, they are often poorly understood or overlooked by students, particularly international students adjusting to unfamiliar academic and cultural environments. Prior research suggests that GQs are perceived as abstract or irrelevant unless explicitly embedded in units.

In this presentation, we will begin by sharing the findings from an earlier study: an anonymous online survey conducted with international students. Participants were asked whether they were aware of the University's GQs. Out of 58 respondents, only

26% indicated they were aware, 47% said they were not, and 28% were unsure.

We will also present students' responses to an open-ended question about their perceptions of the GQ. These responses were thematically analysed, and four broad themes emerged: lack of awareness, emerging awareness, misunderstandings, and a theoretical understanding of the GQs.

Following this, we will outline the strategies we are currently developing to increase the visibility of the Graduate Qualities for students. These strategies, which will be implemented in Semester 2 within a Finance unit, will be shared in more detail during the forum. They include clearer signposting of GQs, integrating them more explicitly into learning activities, and better communicating the aligning of assessments with both the unit's Learning Outcomes and the GQs.

Showcase – Session 1D

BHB Seminar Room 1140

Theme: **Mixed Theme**

Chair: **Max Baker**

Showcase 4

Ms Jo Nash

Mr Simon Loria

Mr Phillip Degeneffe

Ms Shenoli Perera

Grading the group together – team teaching as a feedback amplifier

Achieving consistent, well-moderated grades between tutors when teaching large cohorts is challenging. When grading is not done well, it may end in an appeal, resulting in increased workload for teaching staff.

Team Teaching (TT) has been used to enhance feedback (Clancy et. Al., 2015) by providing weekly group project feedback on selected well-performing groups to the whole cohort, and we dig into how this impacts the student experience.

Team Teaching occurs when two or more educators teach in the same physical or virtual space together.

How team teaching (Baeten & Simmons, 2016) can accelerate the end-of-semester group project grading is also explored, with either two educators assessing presentations at the same time and/ or having two teams presenting to different assessors in different parts of the room, thus doubling the number of presentations assessed in the one workshop.

Feedback from students and tutors is explored to gain insights into their experience. Students deepened their understanding of the course requirements and quality of work required by observing feedback for other groups. Teaching teams found that marking student group presentations together clarified the marking criteria and increased the consistency of marks.

References

- Baeten, M., & Simmons, M. (2016). Student teachers' team teaching: How do learners in the classroom experience team-taught lessons by student teachers? *Journal of Education for Teaching*, 42(1), 93-105, 2(1), 93-105.
- Clancy, T., Rosenau, P., Ferreira, C., & Lock, J. (2015). Modeling Co-Teaching to Inform Professional Practice. *Professional Practice*. doi:<https://doi.org/10.11575/prism/5310>

TRANSITION



Workshop Session

BHB Seminar Room 2130

Theme: **Assessment and AI**

Chair: **Angela Knox**

Workshop Session 1

Dr Zoe Alderton

Plastic People, Real Problems: Teaching Students to Think Critically About AI

In an era where generative AI is reshaping how students engage with knowledge, educators face the challenge of fostering responsible and critical AI usage. This interactive workshop introduces a creative and culturally sensitive approach to teaching AI literacy, developed for the unit OLES2210 in the Leading in a Post-Crisis World program.

This workshop will start with a brief and engaging discussion on the benefits and limitations of generative AI for Business School students with a focus on helping students to appreciate risk and rewards of this emerging technology and to make appropriate and informed choices accordingly.

Participants will then experience a hands-on activity where they prompt AI to generate a Barbie or Ken doll representing a culture they personally connect with. This will mirror the activity given to

OLES2210 students. Through peer discussion, they will analyse the AI-generated outputs—highlighting strengths, simplifications, and problematic representations. This exercise reveals how AI can both reflect and distort complex cultural narratives, offering a realistic lens into its limitations, including hallucinations and stereotyping.

Rather than discouraging AI use, this workshop helps educators to empower students to become thoughtful users—recognising when AI can support learning and when human judgment must intervene. Educators will leave with practical insights and adaptable strategies to embed responsible AI engagement into their own curriculum.

Please bring a device to participate in the activity.

Workshop Session

BHB Seminar Room 2100

Theme: **Transformational Student Experiences**

Chair: **Abdul Razeed**

Workshop Session 2

You had me at Week One: Designing for connection, not just content

A student-staff co-led provocation on building community from Day One.

Learner engagement is a universal challenge. In Australian universities, it has remained the lowest-performing focus area since 2019, with particularly low scores in “working with other students” and “sense of belonging to the institution” (QILT, 2024). But what if we could shift this?

This workshop-provocation, co-led by Organisational Communication students and several Business School educators, invites to reimagine the early weeks of semester as a critical opportunity for community building. In Semester 1-2025, our students examined the dynamics of belonging in coursework and already shared their insights with the University of Sydney Vice-President (Strategy) and Student Life team. Now, they’re stepping

forward, and not just with insights, but with a mission: to help us, coordinators, create the conditions for connection that today’s students need and deserve.

Together, we’ll explore the best and worst of Week 1 – the welcome moments that spark collaboration, and the awkward silences that reinforce disconnection. The session will include a punchy student panel sharing “warm-up” provocations. Then, through a practical co-design session, student-partners and educators will work side-by-side to rework common practices, share playful alternatives, and co-create strategies that foster early engagement and lasting community.

This is not a lecture. It’s a call to action. Because belonging doesn’t happen by accident, it happens by design.

Dr Maria Ishkova

Ms Aribah Amal

Ms Luana Marosszeky

Ms Jennifer John

Mr Ihan Samaraweera

Lightning Talks 1

BHB Seminar Room 1080

 [Zoom Link](#) (Meeting ID: 847 6758 4336)

Theme: **Rethinking assessment with AI**

Chair: **Bejamin Lay**

Lightning Talk 1

Associate Professor David Chaikin

Dr Fei Gao

Pinpoint Referencing as a Defense Against AI-Generated Vagueness

As generative AI tools become increasingly integrated into the student learning process, educators face a growing challenge: distinguishing between genuine critical thinking and convincingly vague AI-generated responses. While these tools can produce fluent and well-structured writing, they often lack the analytical precision and evidentiary rigour that characterise high-quality academic work.

Several business law units, such as CLAW3210, CLAW3201 and CLAW6031, now require students to incorporate pinpoint referencing into their research papers. One effective method is to adopt the Australian Guide to Legal Citation (AGLC), a footnoting style widely used in law schools. Alternatively, instructors can adapt in-text referencing styles commonly used in business disciplines, such as APA or Harvard, by requiring

students to include a specific page or paragraph number immediately after the year component, particularly when using direct quotes or relying on precise propositions. Although this level of specificity is not standard practice in student assessments, it is commonly used by academics in academic journal articles.

Embedding pinpoint referencing into assessment design enhances both academic integrity and learning outcomes. It encourages students to read more critically, substantiate their claims with precision, and engage more deeply with source materials. As a result, it significantly reduces the incidence of fabricated references and unsupported assertions, reinforcing the value of accuracy and accountability in the age of generative AI.

Lightning Talks 1

BHB Seminar Room 1080

 [Zoom Link](#) (Meeting ID: 847 6758 4336)

Theme: **Rethinking assessment with AI**

Chair: **Bejamin Lay**

Lightning Talk 2

Dr Wei Cui

Dr Vycke Wu

Can AI Guess the Exam? Rethinking Assessment in the Generative Era

This study explores the application of generative artificial intelligence (AI) in enhancing student engagement and assessment preparation within finance education. Specifically, we examine the ability of large language models (LLMs), such as Cogniti and Copilot, to generate plausible exam-style questions based on course materials that are accessible to students, including lecture slides, tutorial questions, reading guides, and past assessments. Using a set of undergraduate and postgraduate finance courses, we conduct an experiment to evaluate how closely AI-generated questions align with actual exam content in terms of structure, conceptual focus, and cognitive level. Rather than advocating for AI as a shortcut to exam performance, this study encourages reflection on how generative tools might influence pedagogical design, assessment transparency, and alignment with intended learning outcomes in the post-AI era.

Lightning Talks 1

BHB Seminar Room 1080

 [Zoom Link](#) (Meeting ID: 847 6758 4336)

Theme: **Rethinking assessment with AI**

Chair: **Bejamin Lay**

Lightning Talk 3

Dr Paul Blayney

Dr Vijaya Murthy

Enhancing the Student Experience and Learning Outcomes through Excel-Based Cost Allocation Methods

Support department cost allocation has long been a core topic in most management accounting courses. However, students often struggle to grasp the logic and mechanics of the different allocation methods. To address this, we developed an Excel-based interactive learning tool that guides students through the allocation of support department costs using five methods: direct, three variations of step-down and the reciprocal method.

Each student received a unique version of the assignment, with input data randomly generated. This both promotes academic integrity while enabling individualised learning experiences. Students were required to enter cell-referenced formulas into a partially completed solution template. These formulas, along with additional controls such as hidden columns and rows, were deliberately designed to discourage reliance on generative AI and to encourage authentic engagement with the mechanics of cost allocation.

Using a controlled prompt template, customised feedback was

provided to each student, tailored to their individual data set and submission, whilst also ensuring consistency with best practice criteria. To support this process, we developed AI-assisted tools to streamline feedback generation while maintaining pedagogical value and a personal tone. This approach enabled scalable, high-quality formative feedback aligned with student-specific learning needs.

The tool was embedded in our second-year undergraduate accounting unit's EFT (Early Feedback Task) with an assessable value of 10% of the overall mark. It was supported by an in-class tutorial. Informal feedback was positive, with students reporting increased confidence and a better grasp of a traditionally difficult topic.

Our session will demonstrate the learning tool in action and reflect on its design, implementation, and potential applications in business education, particularly accounting.

LUNCH



sketch | GROUP

"Turning your thoughts into images on a canvas" - IdeaSketch™ is an interactive visual engagement activity that invites participants to share their thoughts, experiences, and perspectives in a creative, visual way.

Showcase – Session 2A

HB Lecture Theatre 1130

 [Zoom Link \(Meeting ID: 833 9900 3856\)](#)

Theme: **Critical and creative thinking**

Chair: **Alison Casey**

Showcase 1

Mr Joseph Boulis

Dr Alison Casey

Critical Thinking in Cogniti Conversations

Students in IBUS2105 were asked to converse with a Cogniti agent in order to create a report and write a reflection on the process of developing the report. The assessment piece was the report plus the reflection, and students were required to submit conversation histories as an appendix. The authors, wishing to understand the nature of student use of the Cogniti agent in this assessment, downloaded the full set of conversations over two unit deliveries (deidentified, under ethics application 2024/HE000760; N=4203 discrete exchanges with the agent over both semesters). Student reflections, unsurprisingly, mapped to elements of Ennis' critical thinking abilities (Ennis et al., 2015), predominantly 'bases for inference' and 'inference'. Our analysis of the conversations with the Cogniti agent revealed complementary critical thinking abilities. Most prevalent were

'basic clarification' and 'advanced clarification', and these correlated with the discrete ways students engaged with the agent. We propose that combining Cogniti conversations with reflections on its use can provide a more comprehensive picture of a student's critical thinking capabilities than reflections alone, and recommend scaffolding assessments so that students can explicitly benefit from developing their metacognition in this area.

References

Ennis, R. H., Barnett, R., & Davies, M. (2015). Critical Thinking: A Streamlined Conception. In *The Palgrave Handbook of Critical Thinking in Higher Education* (pp. 31–47). Palgrave Macmillan US. :10.1057/9781137378057_2

Showcase – Session 2A

BHB Lecture Theatre 1130

 [Zoom Link \(Meeting ID: 833 9900 3856\)](#)

Theme: **Critical and creative thinking**

Chair: **Alison Casey**

Showcase 2

Dr Mostafa Khatami

Dr Quan Spring Zhou

Enhancing Business Analytics Case Studies with Partial Information Exercises

Case studies are a cornerstone of business education, widely used to develop critical thinking and problem-solving skills. However, traditional case studies often present fully detailed scenarios, limiting students' exposure to the uncertainty and information gaps they will encounter in professional practice. Partial Information Exercises (PIE) address this by intentionally withholding key information, requiring students to proactively seek out missing data through inquiry. These are in-class, group-based activities where students work collaboratively to analyse the case, with missing data provided only if they ask well-formulated, targeted questions. This presentation introduces the first known use of PIE in the context of Business Analytics (BA). BA, a growing discipline in business schools, integrates techniques from operations research and statistical learning to

support data-driven decision making. These techniques span descriptive, predictive, and prescriptive analytics, often requiring students to address complex, multi-faceted problems.

The presentation provides an overview of the implementation of PIE in two BA case studies at both undergraduate and postgraduate levels, with consistently positive outcomes. Student feedback and classroom observations indicated higher collaboration and engagement, stronger communication with the instructor, and deeper analytical thinking compared to traditional case study methods. Although this work focuses on Business Analytics, the PIE approach is broadly transferable to other business disciplines and teaching contexts.

Roundtable discussions

BHB Learning Studio 2100

Theme: **Using AI Avatars**

Chairs: **Jennifer Sun and Dewa Wardak**

Dr Carmen Vallis

TABLE 1: Roundtable 1

What Do Students Think About AI Avatars? Insights for Teaching

In education, practitioners and researchers are exploring whether AI avatars could work as teaching tools, looking at their use as educational presenters (Vallis et al., 2024) and learning assistants (Lind, 2024; Netland et al., 2025; Rana et al., 2022). This student-led project evaluated peer attitudes towards AI avatars in business education through informal interviews. Student Charlotte Zhou asked fellow students about their experiences with and expectations of AI avatar technology in learning environments. The conversations explored diverse perspectives on AI integration in education, which were compiled into a short video featuring student voices discussing AI avatars in business education contexts. As a recent JISC report notes, “students want to be part of the conversation” around AI integration (Attewell, 2025).

This roundtable will screen a shortened version of the student-produced video and facilitate discussion about the responsible use of AI in business education. Participants will explore practical questions: Can AI avatars enhance student learning experiences? If so, in what contexts, and what concerns must we address? How to balance technological innovation with human connection? The session concludes with participants sharing key insights and the facilitators summarising main themes for future consideration. Please join this timely conversation about AI avatars in business education, guided by authentic student perspectives.

Roundtable discussions

BHB Learning Studio 2100

Theme: **Using AI Avatars**

Chairs: **Jennifer Sun and Dewa Wardak**

TABLE 1: Roundtable 2

Ms Joanne Nash

Professor Uri Gal

Mr Simon Loria

Avatar Academics: Teaching with a Digital Doppelgänger

As universities grapple with the challenges of delivering engaging, personalised instruction in fast-moving, constantly changing areas of expertise across large cohorts, synthetic media—particularly AI-generated avatars—offer a compelling solution.

Vallis et al. (2024) reveal that avatar realism and contextual relevance influence student engagement and learning outcomes. As Roe & Perkins (2025) identified, integrating avatars requires institutional support, including technical infrastructure, training, and ethical guidelines. The developer's experience underscores the importance of clear instructions and educational design. Ethical considerations, including data privacy and informed consent, emerged as critical factors in deploying synthetic media, requiring transparent communication.

This session explores the integration of synthetic avatars, drawing on recent literature and the practical insights of an educational

developer tasked with implementing avatars in two new university units in conjunction with Simon Loria and Professor Uri Gal. It will highlight how synthetic avatars enable educators to quickly develop and deliver new content in a scalable way or help students explore ethical issues around synthetic media. It also examines practical strategies for filming to get the best avatar result.

References

Roe, J., & Perkins, M. (2025). Deepfakes and Higher Education: A Research Agenda and Scoping Review of Synthetic Media, Preprint, [2404.15601](#)

Vallis, C., Wilson, S., Gozman, D. et al. Student Perceptions of AI-Generated Avatars in Teaching Business Ethics: We Might not be Impressed. *Postdigit Sci Educ* 6, 537–555 (2024). <https://doi.org/10.1007/s42438-023-00407-7J>

Roundtable discussions

BHB Learning Studio 2100

Theme: **Work-Integrated Learning**

Chairs: **Jennifer Sun and Dewa Wardak**

TABLE 2: Roundtable 1

Dr Steven Hitchcock

Dr Linh Nguyen

Professor Betina Szkudlarek

University - Industry Partnership in Work-Integrated Learning for Transformational Student Experiences

Transformational student experiences in Work-Integrated Learning (WIL) are significantly impacted by the quality and sustainability of university - industry partnerships. Meaningful partnerships surpass transactional arrangements, growing into collaborative relationships that foster co-created, authentic learning opportunities. Central to this transformation is the shared commitment to student development, where both universities and industry partners play educational roles (Fleming, Rowe, & Jackson, 2021). By engaging industry partners as co-educators and involving them in curriculum design, mentoring and feedback, students are empowered to develop transferable skills, professional identity, and real-world capabilities. Meaningful engagement requires more than mutual benefit. It requires trust, open communication and shared values (Fleming, McLachlan, & Pretti, 2018). Ruskin and Bilous (2021) advocate for stakeholder co-creation models where industry is embedded from the outset of program design, ensuring

relevance and adaptability to evolving workplace needs. These partnerships must be nurtured through institutional commitment, recognition of industry contributions and mechanisms for continuous reflection and improvement (Lasrado, Dean, & Eady, 2024). Transformational experiences also rely on the stability and depth of these partnerships. As Zegwaard et al. (2023) emphasise, well-defined WIL involves intentional integration of learning, work, and reflection which is possible only through meaningful collaboration. When universities and industry co-create purposeful collaboration, students move beyond surface-level engagement to deeper personal and professional growth. This roundtable discussion explores strategies for building meaningful and sustainable partnerships. It also invites participants to reflect on how we can foster more reciprocal, innovative and values-driven industry collaborations that enable transformational student experiences.

Roundtable discussions

BHB Learning Studio 2100

Theme: **Work-Integrated Learning**

Chairs: **Jennifer Sun and Dewa Wardak**

TABLE 2: Roundtable 2

Dr Timothy Davies

Fight, Flight, Freeze and Fawn: Navigating Trauma Responses in WorkIntegrated Contexts

Work-Integrated Learning (WIL) experiences are designed to be transformational to a student's progression throughout their program, offering real-world experience and professional growth. However, these environments can also be emotionally complex, particularly for students navigating high-pressure, hierarchical, or unfamiliar workplace cultures. In such contexts, students may unconsciously exhibit responses that may manifest from previous stress or trauma. A framework that assists in classifying such responses is the 4F's Trauma Typology in Complex PTSD (fight, flight, freeze, or fawn), where students can present as defensive, avoidant, inactive, or over-compliant. These behaviours are often misinterpreted as disengagement or unprofessional, which can potentially undermine both learning and assessment outcomes.

This roundtable invites participants into a collaborative discussion on how trauma responses may emerge in WIL settings

and how educators and industry supervisors can respond supportively within their scope of practice. Using anonymised student case studies, the session will prompt reflection on how power dynamics, cultural background, and placement stressors influence student behaviour and how we respond to such situations. Participants will engage in guided dialogue around each case, exploring practical strategies for creating psychologically safe learning environments, initiating supportive conversations, and adapting supervision practices to promote resilience and trauma-informed learning. Provided materials will include trauma-response profiles, reflective prompts, and practical tools for supervision and assessment. This session aims to deepen participants' understanding of trauma-informed supervision in WIL, promoting more inclusive, responsive, and compassionate practices. By the end, participants will better apply trauma-sensitive strategies to support diverse learner needs.

Roundtable discussions

BHB Learning Studio 2100

Theme: **Collaborative Learning**

Chairs: **Jennifer Sun and Dewa Wardak**

TABLE 3: Roundtable 1

Dr Corinna Galliano

Dr Maria Ishkova

Mr Michael Fernando

Designing for Social Connection: A Framework to Foster Collaborative Learning and Well-Being

The World Health Organization's (2025) Commission on Social Connection reports that one in six people globally experiences loneliness, underscoring its profound impact on health and well-being. This issue is also evident in education, where many students feel isolated and disengaged (Oakley, 2020). The psychological aftermath of COVID-19 has intensified these challenges (Labrague et al., 2021), making it more urgent than ever to design learning environments that foster connection (Ajjawi et al., 2025). Research shows that collaborative learning, where students work cooperatively to achieve shared goals, enhances academic achievement, productivity, supportive relationships, and psychological well-being (Johnson & Johnson, 2009).

In this presentation, we define social connection as the mutually supportive relationships between educators and students, as well as among peers, that foster a sense of belonging and active engagement within the learning community (Green et al., 2020)

and, as such, create the conditions for collaborative learning. Drawing on years of classroom experimentation, we have developed a framework for designing learning environments that nurture social connection and promote collaborative learning.

The framework is organised around three dimensions:

- Time: Opening and closing rituals for each class and unit, and thoughtful transitions between activities
- Space: Use of physical space, including circle formations and intentional movement
- Affect: Storytelling, shared norms, care-based interactions, and practices such as gratitude cards

During the roundtable, participants will work in small groups to explore the framework, reflecting on their own classroom practices that strengthen social connections and encourage collaborative learning.

Roundtable discussions

BHB Learning Studio 2100

Theme: **Collaborative Learning**

Chairs: **Jennifer Sun and Dewa Wardak**

Dr Hedda Cui

TABLE 3: Roundtable 2

Redesigning Tutorials for Engagement: Peer-led Learning and Critical Dialogue in Large Finance Classes

Large undergraduate units often struggle to maintain student engagement, particularly in tutorials where learners can default to passive note-taking. This roundtable discussion explores a redesign of tutorial practices in a large core introductory finance unit to promote active participation, peer teaching, and deeper conceptual understanding. A key feature of this redesign is the use of “error-based-learning”: introducing minor errors into worked examples to prompt students to question, challenge, and explain their reasoning, transforming tutorials into spaces for critical dialogue (Brookfield, 2015; Biggs & Tang, 2012).

Participants will be invited to discuss these questions:

- In large classes, how do you manage the tension between covering content and allowing space for active discussion?

- How do you balance structured guidance with opportunities for student-led exploration?

- How do you ensure that peer-led discussions remain inclusive and that all students feel valued and supported?

This session aligns with the forum’s theme of Transformational Student Experiences by demonstrating how purposeful design and facilitation can empower students to move from passive recipients to active co-constructors of knowledge (Biggs & Tang, 2012). Participants will leave with actionable ideas for integrating peer explanation, inclusive participation, and reflective questioning techniques into their own teaching contexts.

TRANSITION



Showcase – Session 3A

BHB Case Study Lecture Theatre 2140

 [Zoom Link \(Meeting ID: 891 9680 9731\)](#)

Theme: **Reimagine Assessment**

Chair: **Carmen Vallis**

Showcase 1

Dr Jennifer Sun

Dr Sandris Zeivots

Dr Amanda Kennedy

Mr Andrew Cram

Dr Echo Liao

Reimagining Assessment through Co-Design: Lessons from Three Interventions

This project explores co-design as a transformative approach to assessment design practices in higher education, targeting three Business School courses in Finance, Marketing and International Business. It focuses on integrated interventions – Connect:In workshops, weekly student reflections and academic capacity-building workshops – that provided educators with insights leading to enhanced student engagement and assessment quality.

Traditional assessment methods often fail to align with contemporary student needs and expectations. Co-design approaches, which involve students and other stakeholders in collaborative assessment development, can improve engagement, inclusivity and learning outcomes (Zeivots et al., 2025; Tai et al., 2023).

The project has three key interventions underpinning the co-design initiative: (1) six Connect:In workshops engaged 102 stakeholders (students, educators, industry partners and educational developers) to collaboratively reimagine

assessments; (2) weekly student reflections captured 171 real-time reflections throughout the semester from 12 students across three courses to inform iterative assessment improvements; (3) four academic capacity-building workshops equipped educators with skills to design thoughtful and inclusive assessments.

The data collected from the project provided valuable insights into the impact of the three co-design interventions on assessment practices. Participants particularly valued the collaborative nature of the process and the opportunity to provide and receive real-time feedback. These interventions contributed to improved student experiences, enhanced the relevance and clarity of assessment tasks, and increased educators' confidence and capacity in designing assessments.

The showcase will share the design and findings of each co-design intervention, offering practical strategies that educators can adapt for their assessment design.

Showcase – Session 3A

BHB Case Study Lecture Theatre 2140

 [Zoom Link \(Meeting ID: 891 9680 9731\)](#)

Theme: **Reimagine Assessment**

Chair: **Carmen Vallis**

Showcase 2

Reimagining assessment resilience: CoCreating deep learning with students as producers and partners

This presentation explores the transformative impact of partnering with students as content producers through video-based assignments and learning-by-teaching approaches. It showcases student reflections on the UPSKILL in-class assessment (where teams create videos, present them in class, and design and facilitate related activities) and on We Like to Movie-Move It!, a pilot that extended the student-run UPSKILL project to educate on teamwork more than 200 first-year Business School students in Semester 2, 2024. These initiatives fostered deep learning, resilience, and positive attitudes towards teamwork and communication, both for student-partners and

for the wider student community.

Attendees will gain insights into implementing student-centred learning that moves beyond traditional assessments, with a focus on practical outcomes and lessons learned to inspire improved assessment practices in higher education. The We Like to Movie-Move It! pilot, supported by a Business School media grant, received strong positive feedback from colleagues at the University of Sydney and internationally, including at MOBTS-Oceania 2025 (University of Auckland) and the Students as Partners Roundtable (University of Westminster).

Dr Maria Iskhova

Mr Daren Moon

Mr Michael Farnando

Miss Jasmine Meyabadi

Miss Hannah Nguyen

Mr Daniel Park

Miss Abby Bobkowski

Miss Carol Farhoud

Showcase – Session 3A

BHB Case Study Lecture Theatre 2140

 [Zoom Link \(Meeting ID: 891 9680 9731\)](#)

Theme: **Reimagine Assessment**

Chair: **Carmen Vallis**

Showcase 3

Ms Shenoli Perera

Ms Runshuang Tang

Dr Sandra Alday

Ms Dearbhail Lang

Employability in an AI Era: Rethinking Assessment through Assessment Centres

As artificial intelligence increasingly influences higher education, traditional assessment methods face growing challenges, particularly concerning academic dishonesty and AI-generated content (Balalle & Pannilage, 2025; Gruenhagen et al., 2024). Assessment Centres offer a robust alternative by emphasising human judgment, behavioural observation, and live performance, which are difficult to replicate or manipulate using AI tools. Originally developed for graduate recruitment, they assess key employability skills—such as communication, teamwork, leadership, and problem-solving—through structured tasks including group exercises, presentations, and case analyses (Assessment Centres – Recruitment Process, n.d.; Ornellas et al., 2018).

Building on their effectiveness in recruitment, Assessment Centres are now being integrated into graduate business education as both learning and evaluation tools (Sturre et al., 2022). Rooted in experiential learning theory (Kolb, 1984), this

approach responds to the evolving demands of students, industry stakeholders, and educators for real-world skills, ethical decision-making, employability, and digital literacy. In the redesigned Master of Management program, Assessment Centres simulate real-world managerial scenarios, allowing students to engage in role plays, group decision-making, and case-based challenges (Assessment Centres, n.d.).

This paper argues that Assessment Centres represent a future-oriented model of assessment aligned with experiential pedagogy and industry engagement. By emphasising human-centred, live evaluation in realistic business contexts, they not only address the integrity concerns posed by AI tools but also help build the practical capabilities, adaptability, and confidence essential for graduate employability in today's complex global business environment (European Commission: Directorate-General for Education, Youth, Sport and Culture et al., 2013; Räsänen & Korpiaho, 2007).

Showcase – Session 3B

BHB Case Study Lecture Theatre 2090

Theme: **Reflection with AI**

Chair: **Stephanie Wilson**

Showcase 1

Dr Corinna Galliano

Integrating AI Chatbots in Higher Education to Enhance Reflective Practice

As artificial intelligence (AI) becomes increasingly integrated into education and industry, there is a pressing need to design learning experiences that not only equip students with AI-related skills but also promote ethical and reflective engagement. While prior research emphasises AI's instructional benefits—such as reducing speaking anxiety, enhancing autonomous learning, and improving cognitive flexibility—less attention has been paid to its potential to foster reflective practice. This study addresses this gap by exploring how AI chatbots can serve as reflective mentors in higher education.

Using Cogniti, an AI chatbot was developed with a system prompt guiding it to mentor students through structured self-reflection based on Kolb's Experiential Learning Cycle. The chatbot supports students in articulating workshop experiences, engaging in reflective observation, developing abstract conceptualisations, and applying new insights. This AI-facilitated reflection encourages deeper learning and responsible technology use.

The chatbot has been piloted in three postgraduate Business School units with experiential learning components (S1 and S2 2025). Traditionally, students submitted reflections via structured online logs. Students now interact with the chatbot to produce weekly reflections, which contribute to their final reflective portfolio.

To evaluate the chatbot's effectiveness, we will collect qualitative data from focus groups, open-ended surveys, and chatbot transcripts. Comparing these with prior log-based reflections will help assess student engagement and the depth of reflective thinking.

This research contributes to the evolving conversation on utilising AI for learning in higher education, providing evidence on how chatbots can enhance reflection, ethical awareness, and active student engagement in AI-supported learning environments.

Showcase – Session 3B

BHB Case Study Lecture Theatre 2090

Theme: **Reflection with AI**

Chair: **Stephanie Wilson**

Showcase 2

Dr Timothy Davies

Dr Ruby Nguyen

Leveraging Generative AI to structure Reflective Practice in Work Integrated Learning contexts

Reflective practice is a cornerstone of professional learning; however, two challenges have emerged when reflections are used in assessment contexts: 1) many students struggle to reflect effectively, and 2) generative AI models can produce high-quality reflections without genuine learning. This showcase presents an innovative approach trialled in project-based and clinical work-integrated learning contexts, where generative AI facilitated reflective conversations rather than assessed written outputs.

Using Cogniti, students engaged in guided dialogue that prompted deeper analysis of their placement experiences. These AI-facilitated reflections encouraged students to explore ethical dilemmas, interpersonal dynamics, and professional identity formation in response to real events. The focus shifted from producing polished text to developing critical thinking and self-awareness, all of which are core skills essential for both healthcare and broader professional contexts.

Initial student feedback suggests this method enhanced authenticity and engagement, with reflections addressing cultural sensitivity, career decisions, and cross-cultural exchanges. Students expressed curiosity, frustration, and a desire for growth, with an introspective and optimistic tone. Many indicated increased cultural competence and a commitment to respectful, inclusive practice.

This session will present examples of AI-student interactions, student reflections, and practical implementation tips. The agent introduces a forward-looking model for integrating AI into reflective practice, purposely designed for multidisciplinary use, to offer a scalable and adaptable solution to the challenge of AI-generated content. Future directions include evaluating longitudinal impacts on students' reflective capacity and professional behaviours, and exploring cross-disciplinary applications to extend its relevance across disciplines.

Showcase – Session 3C

BHB Seminar Room 1140

Theme: **Cross/Interdisciplinary curriculum design**

Chair: **Mark Freeman**

Showcase 1

Dr Jessica Tyrrell

Dr Matthew Egan

Ms Benedicte Rokvic

Ms Amanda Wong

5 takeaways for collaborative cross-disciplinary curriculum development

This presentation shares insights from the process of developing a sustainability-focused unit during the first half of 2025, for the fully online, MBA –Technology & Digital Strategy program, to be run from semester 1, 2026. In so doing, we chose to respond to Newell and Bain's (2019) call for collaborative and multi-disciplinary approaches to contemporary educational programs, by working with 13 subject-matter experts, drawn from two disciplines. Five key groupings of challenges emerged; bringing together experts from diverse academic backgrounds; communicating the unique requirements of contemporary online pedagogical approaches to academics more familiar with face-to-face teaching; creating cohesive learning experiences that bridge disciplinary boundaries; working with a range of technologies and resources of which our multiple experts had differing levels of familiarity; and working with tight deadlines, with experts constrained by multiple competing and varied priorities.

In reflecting on these five challenges, five key takeaways emerge.

Collectively, these takeaways offer practical, structural, and interpersonal suggestions for effective cross-disciplinary curriculum development for active online learning. This presentation shares this practical guidance and seeks to encourage colleagues to consider similar collaborative projects by drawing, we hope, from the learnings we offer. We celebrate the collective efforts of our contributors by highlighting how cross-disciplinary teamwork can produce innovative educational content that reflects the interconnected nature of contemporary business challenges. Our five takeaways offer food for thought for fostering successful academic collaboration that supports quality learning and teaching developments.

References

Newell, C., & Bain, A. (2019). Academics' perceptions of collaboration in higher education course design. *Higher Education Research & Development*, 39(4), 748–763.
<https://doi.org/10.1080/07294360.2019.1690431>

Showcase – Session 3C

BHB Seminar Room 1140

Theme: **Cross/Interdisciplinary curriculum design**

Chair: **Mark Freeman**

Showcase 2

Dr Abdul Razeed

Mr Christian Russo

MARD: Make a Real Difference

The Make A Real Difference (MARD) initiative is a flagship experiential learning program embedded within BUS5221: Creative and Analytic Mindset, a core unit in the Master of Commerce at the University of Sydney. Aligned with the Business School's commitment to the UN Principles for Responsible Management Education (PRME), MARD empowers students to apply creative and analytical thinking to address pressing social and environmental challenges in Southeast Asian communities.

MARD exemplifies the PRME ethos by transforming business education beyond profit maximisation. It motivates students to engage deeply with real-world problems—ranging from sustainability to social equity, through interdisciplinary collaboration and responsible innovation. Each semester, top-performing student groups are shortlisted to present their solutions to a panel of industry leaders from organisations such

as KPMG, L'Oréal, Westpac, and Nestlé. These presentations are not hypothetical exercises; they are opportunities for students to contribute meaningfully to regional development and global citizenship. Group dynamics play a crucial role, with students reporting increased confidence, improved teamwork, and enhanced problem-solving skills. Feedback from students highlights growth in areas such as stakeholder empathy, creative risk-taking, and design thinking.

Participation in MARD has grown five-fold from 2021 to 2025, reflecting its impact on student engagement and capability. More than a competition, MARD is a platform for purpose-driven learning, industry engagement, and sustainable impact—offering valuable insights for other units seeking to embed experiential learning and global responsibility into their curriculum.

Showcase – Session 3C

BHB Seminar Room 1140

Theme: **Cross/Interdisciplinary curriculum design**

Chair: **Mark Freeman**

Showcase 3

Associate Professor Prashan Karunaratne

You to the Power of Us – Activating a community of experts to empower students in a capstone

We developed an industry-engaged capstone unit for students across 10 majors in the Bachelor of Commerce. Students receive guidance and mentoring from a different industry panel each week to inspire and inform their interdisciplinary team project, as well as their final portfolios. Furthermore, students have the opportunity to engage meaningfully with all three faculties of the university – Arts, Science, and Health – gaining insights into each of these worlds.

The unit empowers students with the agility to navigate their major in broader contexts, especially because our most successful graduates transition into roles well beyond the bounds of their original major.

The capstone features authentic assessments, including:

- Interdisciplinary Project – teams of 7 with students from 5 to 7 majors, each representing a different part of an organisation

- Agility Challenge – a shock assessment where teams have to respond in an agile way to a business shock to their ongoing project
- Portfolio Showcase – each student builds a portfolio of their achievements and skills throughout the semester, which is presented to a potential employer.

We have developed this capstone over 7 years through an iterative process with feedback from students, staff, industry, and external university partners. One turning point was conceptualising an innovative and scalable solution to an overwhelming industry partner response!

The capstone has had excellent traction with industry, now with over 50 industry partners engaged per semester, giving students the opportunity to grow and nurture their industry networks. The session will navigate through some student outputs, reflections, as well as the industry voice.

AFTERNOON TEA



Showcase – Session 4A

BHB Case Study Lecture Theatre 2140

 [Zoom Link \(Meeting ID: 852 6437 4418\)](#)

Theme: **Innovating for graduate success**

Chair: **George Issa**

Showcase 1

Associate Professor Mauricio Marrone

Dr Ali Amrollahi

From Classroom to Career: Enhancing Student Employability through AI-Powered Interview Simulation

The contemporary job market demands that business graduates not only possess disciplinary knowledge but also the ability to articulate their practical application effectively. Feedback from industry partners frequently highlights a gap in students' interview performance, specifically their struggle to connect academic learning with real-world business scenarios. This challenge is twofold, as students often fail to perceive the immediate practical value of their units of study.

To address this theory-practice gap, we have developed and piloted an innovative teaching intervention utilising 'CareerTalk', an AI-powered simulation tool. This tool is designed to generate mock job interviews where the questions are directly derived from the content of a student's specific academic unit. By engaging in these simulated interviews, students are challenged to apply theoretical concepts to practical problems. Following the simulation, the tool provides personalised, constructive

feedback on their responses, helping to identify areas for improvement.

A pilot study was conducted to assess the tool's efficacy and reception. The results were highly encouraging. Qualitative feedback from post-implementation surveys further validated the tool's impact, with students reporting increased confidence in articulating their knowledge. Testimonials highlighted the realism of the simulation and the value of the tailored feedback.

This project demonstrates a scalable and effective method for embedding employability skills directly within the curriculum. By using AI to bridge the divide between academic knowledge and industry expectations, we can significantly enhance students' understanding, self-efficacy, and readiness for the workplace, thereby improving their overall engagement and academic success.

Showcase – Session 4A

BHB Case Study Lecture Theatre 2140

 [Zoom Link \(Meeting ID: 852 6437 4418\)](#)

Theme: **Innovating for graduate success**

Chair: **George Issa**

Showcase 2 (Hybrid)

Dr Jolene Morse

Brains, Bias and Bravery: Using Neuroscience and Risk Theory to Reframe Business Education

In business education, risk is often framed as something to be minimised. This showcase flips that narrative, demonstrating how neuroscience and risk theory can be used together to build students' resilience, motivation, and adaptive capacity in the classroom.

The presentation will introduce a teaching framework that integrates concepts of neuroplasticity, decision science, and risk-based thinking, and then go deep on one practical element: an interactive classroom exercise where students uncover their own cognitive biases and reframe them through a structured risk lens. This exercise has been piloted in postgraduate risk and governance teaching and shown to enhance critical thinking, engagement, and reflective capacity.

Participants will leave with:

- A clear example of how to embed neuroscience and risk theory into curriculum design.
- A ready-to-adapt activity template for use in their own teaching.
- Insights into how reframing risk as a developmental opportunity can transform student learning outcomes.

This showcase demonstrates how “brains, bias and bravery” can move business education beyond compliance-driven instruction, towards transformational learning experiences that develop future-ready graduates.

Lightning Talks 2

BHB Case Study Lecture Theatre 2090

Theme: **Exploring new approaches to learning design**

Chair: **Donna Denyer**

Lightning Talk 1

Ms Louise Luff

Ms Janine Coupe

Dr Benjamin Lay

Dr Kaiying Ji

Reignite the Live Learning Experience

Bandura's timeless self-efficacy theory (Bandura, 1977) and its "I believe I can do it" theme informs learning across many domains. Whether rewarding daily walking steps through a smart watch app or developing novel ways to improve tertiary level learning, creative use of Technology Enhanced Learning (TEL) tools and formative feedback strategies builds resilience, promotes continuous engagement and showcases personal achievement in the digital world (Garivaldis et al., 2022). For a suite of complementary financial reporting units in an undergraduate accounting major program, TEL tools from the publicly available HTML5 Package (H5P) open-source content collaboration framework and the tracking attributes of the Student Relationship Engagement System (SRES) developed by the University of Sydney have been innovatively combined to facilitate a deeper, emotionally supported learning experience.

To promote continuous engagement, H5P tools were adapted to create interactive lecture and tutorial activities. This unpacked complicated, high cognitive load learning points into discrete and manageable learning steps, reimagining the learning experience. Each activity's step by step approach is transformative; it carefully supports students through the many aspects of complex concepts, calculations, flowcharts, mind maps, and real-world business problem-solving scenarios. At each step, H5P's immediate and visual feedback functionality has been cleverly adapted to provide corrective feedback. As the activities allow unlimited attempts, they have also become supportive self-study resources which foster greater persistence.

Acknowledgment of student's achievement became visible and

personal through an accompanying SRES reward badge portal. For each submitted interactive activity, the student's effort is recognised with a reward badge, available via the student's Canvas sign in. To heighten the live learning experience and facilitate deeper learning, tutors regularly encourage students to view their reward badge status throughout the semester. This game like recognition promotes student motivation and participation and provides self-efficacy opportunities (Zirawage et al., 2017). It has also allowed teaching teams to identify, monitor, and support less engaged students.

There have been many notable benefits from the reignite the live learning experience. Through the student lens, it has provided a fun and enriching learning experience, consistent teaching across requisite units of study within a program, and deeper working in partnership connections. From a teaching perspective, it has made the teaching of abstract and complex concepts more accessible to diverse student cohorts and provided a layered, building block learning approach to facilitate, and at a broader level, achievement of program learning objectives.

Reignite the Live Learning Experience's beauty is its applicability. While suitable for all disciplines, it is highly recommended for first year units of study, units that have high student attrition rates or where student connection is at risk. The presentation will showcase the initiative's development process, H5P interactive activities, SRES reward badge portal and live learning experience tutor narrative examples. To highlight student impact, USS, other survey, and participation rate data will be shared.

Lightning Talks 2

BHB Case Study Lecture Theatre 2090

Theme: Exploring new approaches to learning design

Chair: Donna Denyer

Lightning Talk 2

Dr Julian Prester

Turning a Vulnerability into a Learning Experience: Prompt Injection in Assessment Design

While prompt injection is emerging as a critical security vulnerability for Large Language Models (LLM), we propose its use as an educational probe to transform a potential threat into a learning experience. This paper outlines an experiment where hidden, topic-irrelevant marker phrases were embedded in postgraduate assignment briefs, allowing us to quantify student interaction with AI. By tracking the appearance of these phrases in submissions, we established a lower bound for LLM usage. Our findings show a widespread and increasing reliance on AI. We establish that at least 70% of students used LLMs at some point in the semester, a figure that grew over the semester. These quantitative results were contextualised by qualitative evidence of largely unscrutinised AI use, though scattered instances hinted at emerging critical AI literacy. This study validates prompt injection as a robust, non-invasive method for exploring student AI use. We argue this approach moves beyond simple detection, providing the data needed to design targeted pedagogical interventions. Our next step is to pair this mechanism with structured AI literacy reflections and use it in a pedagogically generative way to design scaffolded stakeholder scenarios, examining how invisible framing affects collaboration and learning outcomes.

Lightning Talks 2

BHB Case Study Lecture Theatre 2090

 [Zoom Link \(Meeting ID: 813 0237 4488\)](#)

Theme: Exploring new approaches to learning design

Chair: Donna Denyer

Lightning Talk 3 (Hybrid)

Dr Beatriz Rodriguez Garcia

Beyond the textbook: Transforming marketing education through business simulations

In this lightning talk, I reflect on how integrating the Markstrat business simulation into a second-year undergraduate module has transformed student learning from passive absorption to active, applied decision-making.

Markstrat is one of the most comprehensive business simulations in higher education. Students act as managers of entire companies, taking responsibility for pricing, R&D, production, distribution, and communications while competing in a dynamic marketplace. Over multiple periods, they must balance short-term performance with long-term positioning, gaining a realistic understanding of the complexity and uncertainty involved in running a business. Feedback shows that students develop transferable skills such as teamwork, data analysis, problem-solving, and decision-making under pressure. The simulation is embedded within the overall module design, ensuring that theoretical frameworks are consistently reinforced alongside applied decision-making.

The learning journey combines competition with reflection. Weekly formative discussions, guided by the instructor and enriched through peer exchange, help students interpret results, analyse data, link decisions to theoretical concepts, and evaluate alternative strategies. The experience culminates in a budget meeting where teams present and defend their decisions, mirroring professional practice and building confidence in public speaking, collaboration, and critical thinking.

For educators, this case highlights the value of embedding a comprehensive simulation to extend learning beyond the textbook. It demonstrates how structured reflection, opportunities to justify decisions, and carefully designed assessment points can help students connect theory with practice while building confidence and transferable skills. By replicating the pressures and complexities of real-world decision-making in a safe environment, the approach offers a model for fostering more authentic and transformational student experiences.

Lightning Talks 3

BHB Learning Studio 2100

Theme: **Engagement and belonging in learning**

Chair: **Jennifer Sun**

Lightning Talk 1

Professor Helena Nguyen

Ms Mesepa Paul

Professor Anya Johnson

Enhancing Student Engagement Through Personalised Feedback and Proactive Support

What we did:

We used SRES to deliver personalised weekly feedback to students through their own student portal. The portal enables students to keep track of their weekly tutorial attendance, and enables the teaching team to provide weekly, individualised feedback to students. We are also able to flag if there are any students requiring extra support based on at-risk indicators. The key innovation is in using SRES to provide a student dashboard so that students can see all their feedback and engagement in one place giving them agency over their information, while at the same time creating real time information for tutors to provide pastoral care

Why we did it:

We wanted to create a more student-centred approach that helps students feel seen, valued, and cared for. By providing formative feedback and visibility, we aimed to increase student motivation and engagement while also allowing the teaching team to identify and support at-risk students early. The goal was to move beyond reactive support and enable proactive, relationship-driven teaching.

How we went about it:

We designed and customised the SRES portal. Students received personalised feedback messages each week via their individual SRES portals. Simultaneously, the system flagged to tutors students showing signs of disengagement—such as repeated absences, lack of online activity, or academic risk—to tutors via visual dashboards. This enabled timely and personalised outreach by the teaching team.

What we learnt in the process:

Students reported that the personalised feedback helped them stay on track and made them feel noticed and supported. Tutors found the centralised student insights valuable, particularly for prompting early interventions and initiating meaningful conversations with students. The initiative highlighted how relatively simple, structured data could significantly enhance the student-teacher relationship and support proactive, student-centred teaching practices.

Lightning Talks 3

BHB Learning Studio 2100

Theme: **Engagement and belonging in learning**

Chair: **Jennifer Sun**

Lightning Talk 2

Dr Malmi Amadoru

Breaking the Ice, Building the Base: Learning Through Community

Creating a stronger sense of community within the classroom plays a vital role in boosting student engagement, which in turn enhances learning outcomes (Parrish et al., 2023). Educators commonly use icebreaker activities as a strategy to increase social interaction and enhance student engagement in the classroom (Liang, 2024). Although students find icebreakers helpful for building peer connections and increasing engagement, designing activities that are both novel and relevant to course content remains a challenge (Liang, 2024). To address this, I designed an interactive icebreaker using core unit concepts. Each student received a chit with either a concept or a GenAI-generated definition, allowing them to critique for accuracy, encouraging both collaboration and critical thinking. While GenAI has sparked concerns about its impact on critical thinking (Larson et al., 2024), this activity encourages students to evaluate GenAI-generated content and practice their critical thinking skills.

I randomly distributed the concept and definition chits among

students. Each student then interacted with peers to find their matching partner, introducing themselves and discussing the concept they received. Once paired with their matching partner, they critiqued the GenAI-generated definition, explored its meaning, and shared any relevant personal experiences. They also exchanged fun facts. Each pair then introduced one another to the class and presented their concept, with the audience encouraged to ask follow-up questions to deepen the discussion. To evaluate the effectiveness, I conducted a follow-up survey. The feedback was overwhelmingly positive; students appreciated the opportunity to connect with others and felt it helped them feel more comfortable in class discussions.

This icebreaker is adaptable across disciplines and units. It works especially well in small, in-person classes, where students can move around and interact freely. One key lesson is to sequence concept explanations strategically. Grouping similar but distinct concepts helps students grasp nuanced differences while reinforcing critical thinking.

Lightning Talks 3

BHB Learning Studio 2100

Theme: **Engagement and belonging in learning**

Chair: **Jennifer Sun**

Lightning Talk 3

Mr Wes Hamilton-Jessop

Ms Olga Gouveros

Enhancing Soft Skills and Cohort Connectivity through Unmarked Group Presentations

In this presentation, we will explore the potential of utilising unmarked group presentations of lecture material in tutorials as a strategy to foster connectivity among student cohorts, particularly through collaboration and engagement outside of the classroom, while also supporting the development of soft skills. Research indicates that cohort-based learning models can enhance student engagement and retention by fostering a sense of community and belonging (Tinto, 1997). Drawing on students' desire for deeper connections with their peers and underscoring employers' increasing demand for graduates with proficient soft skills, the integration of unmarked group presentations can promote collaborative learning, interpersonal communication, leadership, and problem-solving skills – all of which are integral to students' comprehensive development and their future employability (Tinto, 1997).

Importantly, for students typically in the first semester of their degree, by making these presentations unmarked, it can reduce

the stress associated with formal graded presentations, allowing students to focus on engagement and peer interaction. Research has shown that ungraded assessments can alleviate performance anxiety and encourage authentic learning experiences (Grieve et al., 2021). Ultimately, this innovation aims to bolster a sense of community within the student cohort and enrich the overall student experience, reflecting a forward-looking approach to curriculum design that prioritises engagement, collaboration, and holistic development.

Preliminary student feedback supports the continuation of unmarked group presentations in the academic curriculum, with students noting that 'feels like a good exercise to be interacting with my peers whom I'd otherwise not interact with', and to meet the evolving needs of students and employers alike.

TRANSITION



People's Choice Award & Closing Address

Associate Professor
Danika Wright

 BHB Lecture Theatre 1130

 [Zoom Link](#) (Meeting ID: 881 7985 3009)

Networking event- Wine/Cheese

 BHB Level 2, Foyer (back of building)

END DAY 1



L&T:25



DAY 2

2025 Learning & Teaching Research Symposium

Thursday 13th November, 2025

Online via Zoom

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



Zoom for Day 2

 [Zoom Link](#) (Webinar ID: 833 7697 9721)

Master of Ceremonies – Welcome

Professor Peter Bryant

Keynote Address – Being more JEDI: Creating Inclusive Learning Communities Where All Students Thrive

Professor Sally Everett

At a time of mounting financial strain, geo-political uncertainty, and widespread questioning of the university's role and purpose, the work of justice, equity, diversity, and inclusion (JEDI) in higher education has never been more urgent, or more complex. This talk will explore how we can become a little more 'JEDI' as educators and use our 'force' to respond meaningfully and collectively to this moment of existential challenge by embedding JEDI principles across our teaching, learning, and institutional practices.

A central concern for universities everywhere is student engagement. Non-attendance has become normalised, particularly in the wake of Covid, with digital technologies, from smartphones and social media to lecture capture and now Generative AI, reshaping how students participate. These changes invite us to critically re-examine not just how we teach, but how students experience belonging, motivation and

connection in our classrooms.

Drawing on the concept of a pedagogy of possibility and culturally sustaining frameworks, this keynote will offer strategies for designing learning and assessment that are inclusive, authentic and future-ready. It will reflect on how we might offer personalised and interactive approaches to ensure help integrity, equity and deeper engagement in an increasingly AI-enabled world.

Grounded in practical insight, the brief talk will illustrate how we can move from pressure to purpose: designing educational environments where all students, especially those historically marginalised, feel they belong, are valued, and can thrive. By becoming education JEDIs, we can transform not only curricula and classrooms, but maybe, also the futures of our students.

TRANSITION



Stream 1 – Assessment & AI

 [Zoom link](#) (Meeting ID: 843 9236 1944)

Chair: Angela Knox

Presentation 1

Professor Radka Newton

Inclusive Programme Review method: fostering participatory and creative evaluation of student journeys

The paper introduces the Inclusive Programme Review (IPR) method, a human-centred approach to understanding students' holistic experiences throughout their university degree programmes. Developed through a participatory action research project (2018–2022) across three UK universities and involving over 100 participants, the IPR method builds on service design principles to promote empathy, co-creation, and inclusive appreciative enquiry (Newton, 2019–2024).

IPR aims to move beyond traditional surveys by engaging entire degree cohorts—students, academic staff, and administrators—in collaborative programme evaluation. At its core are generative sessions (Sanders, 2000), intensive workshops held early in the review process to surface genuine student experiences, including emotions, frustrations, and aspirations. These sessions enable accurate problem framing and establish a solid foundation for meaningful improvements.

A key strength of the IPR method is its inclusivity, addressing

critiques such as Bovill's (2017) observation that "students as partners" initiatives often rely on a narrow, unrepresentative group of volunteers. Instead, IPR ensures broad participation and fosters authentic student-staff collaboration.

Research findings show that the method yields deeper insights than standard surveys, encouraging strong cohort commitment to programme improvement. The process not only enhances data quality but also strengthens human connections, supports a sense of student belonging, and deepens staff understanding of cohort needs. Staff have reported improved empathy and more informed programme design, while students appreciated being seen and heard as whole individuals.

Newton, R. (2025, May 27). Inclusive Programme Review Workbook. National teaching repository .
<https://doi.org/10.25416/NTR.28987451>

Stream 1 – Assessment & AI

 [Zoom link](#) (Meeting ID: 843 9236 1944)

Chair: Angela Knox

Presentation 2

Dr Ya (Daisy) Liu

Associate Professor Quan Gan

Mr Stephen Fan

Dr Carmen Vallis

Dr Dewa Wardak

Elevating Student Experience in Finance with AI Chat Agents *

This presentation reports on the design, implementation, and evaluation of AI chat agents in FINC6010 Derivative Securities, a postgraduate finance unit with over 1,000 students annually. The study investigates how these agents—developed via the Cogniti platform—can enhance student learning, critical thinking, and engagement in a discipline known for technical complexity and real-world volatility.

Context and Background:

Students in finance often struggle to connect theoretical models with live trading environments. To address this, four AI agents were embedded into the unit to support foundational understanding (Agent 1), real-world application of trading strategies (Agent 2), and student queries around assessments and course logistics (Agents 3 & 4). Importantly, the AI was positioned as a learning companion rather than an evaluator, aligning with principles of responsible and ethical use.

Methods:

A mixed-methods research design was used. Quantitative data was collected through usage logs, student performance, and engagement metrics. Qualitative insights were gathered via

student surveys (n=385), focus groups (n=22), and open-ended feedback.

Findings:

Students reported increased clarity around complex concepts such as option payoffs, directional bias, and hedging strategies. The AI prompted reflection, comparison of multiple strategies, and greater confidence in real-world trading decisions. Some students also challenged or refined AI suggestions, indicating a critical engagement with the tool. Survey data showed that over 75% found the AI useful for learning, and usage peaked prior to assessments.

Discussion:

The presentation will explore how this innovation aligns with the forum themes of Innovative, Responsible, and Sustainable education. Participants will be invited to reflect on how AI might serve as a scalable, ethical, and pedagogically sound support mechanism in their own contexts. Visuals will include sample interactions, student feedback, and outcome data. Online Q&A will be facilitated by the session chair.

Stream 2 – Transformational Student Experiences

 [Zoom link](#) (Meeting ID: 897 4156 9117)

Chair: Alison Casey

Presentation 1

Dr Asad Ghalib

Dr Ilva Bateman

Games as Pedagogy: Exploring Communication, Trade, and Leadership Through Simulation

This presentation discusses various experiential tools that we have been using in class, such as the BARNGA card game and the International Trading Game. These games help explore critical themes in communication, teamwork, leadership, global trade, etc. Each game offers unique insights into complex systems and human interactions, making them invaluable for educators, trainers, and leaders seeking innovative ways to foster understanding and collaboration. The International Trading Game simulates global trade dynamics, revealing the impact of resource inequality, market forces, and trade dependencies on economic outcomes. The BARNGA card game reveals insights into how differences and variations in culture and communication can lead to different outcomes and scenarios.

In our presentation, we will offer insights through analysis of empirical, primary data collected from our students through a

series of focus group interviews. Our findings reveal that participants found the games to be instrumental towards learning key concepts. They reported on how engaging these were and how they could actually relate theory to practice via such games.

Session attendees will discover how these games create immersive, reflective learning experiences, explore key themes such as communication barriers and economic disparities, and reflect on practical applications for fostering empathy, collaboration, and systemic thinking in diverse contexts. By combining these simulations, our presentation offers a holistic approach to understanding complex interpersonal and global systems, leaving attendees with actionable insights and a deeper appreciation for the power of play in addressing real-world challenges.

Stream 2 – Transformational Student Experiences

 [Zoom link](#) (Meeting ID: 897 4156 9117)

Chair: Alison Casey

Presentation 2

Dr Erin Jade Twyford

Associate Professor Bonnie Dean

A Skills Masterclass for Personal and Professional Identity Formation in WorkIntegrated Learning

This study conceptualises professional identity formation in accounting education as a dynamic and interpretive process shaped by the interplay of institutional design and individual sensemaking. By integrating Mezirow's (1991, 2000) transformative learning theory with Ashforth and Schinoff's (2016) sensemaking framework, we explore how scaffolded reflection in a work-integrated learning context facilitates various trajectories of identity development. Drawing on a rich dataset of reflections from second-year accounting students over six months, we trace identity construction as a recursive process of sense-breaking, sense-giving, and sense-making. Findings reveal substantial heterogeneity in outcomes, ranging from surface-level compliance to integrated personal and professional alignment. Instead of supporting a linear or uniform

view of professional development, the data highlight the role of personal values, prior experiences, and relational resources in shaping student responses to disorienting dilemmas. For some, reflective tasks prompted deep re-evaluation and strategic action, while for others, identity work was more tentative, fragmented, or instrumental. By mapping how pedagogical interventions interact with students' evolving self-understandings, the study contributes a process-oriented model of professional identity development that balances structural intent with interpretive agency. This work offers both theoretical insight and practical guidance for designing learning environments that support authentic and adaptive professional growth in accounting and beyond.

TRANSITION



Stream 3 – Assessment & AI

 [Zoom link](#) (Meeting ID: 822 1792 7597)

Chair: Angela Knox

Presentation 1

Dr Lova Andriamora

Mrs Lorna Andriamora

Teaching in the Shadows: How Casual Academics View Contract Cheating, AI Use, and Digital Dishonesty in Assessment

This research examined casual academics' perceptions of student engagement in contract cheating, the misuse of generative artificial intelligence (AI), and the unauthorised use of smart devices in higher education assessments. Drawing on semi-structured interviews with 20 experienced casual academics from seven tertiary institutions in Sydney, the research adopted an interpretivist approach to explore their frontline observations. Participants reported a noticeable shift from traditional forms of contract cheating toward AI-generated submissions and digital impersonation, with AI misuse perceived as the most prevalent. Misconduct was attributed to a range of contextual, institutional, and individual factors—including assessment overload, vague task design, unclear academic integrity policies, language barriers, and students' increasingly transactional view of education. Academics described relying on intuitive cues such as disconnected content, formulaic language, fake references, and discrepancies between class performance

and submitted work to detect misconduct. However, they expressed concerns about limited institutional support, inconsistent AI policies, and the absence of reliable detection tools. Their recommendations included redesigning assessments to prioritise authenticity, strengthening student-staff relationships, and providing clear guidelines on ethical AI use. A major theme that emerged was the need for systemic educational reform, particularly a redefinition of learning outcomes to foreground critical thinking, ethical reasoning, and real-world applicability. While research on academic integrity has typically focused on students and institutional policies, this study highlighted casual academics as under-recognised yet essential stakeholders. Their insights underscored the urgent need for pedagogically grounded, whole-of-institution responses to uphold academic integrity in a rapidly evolving digital learning landscape.

Stream 3 – Assessment & AI

 [Zoom link \(Meeting ID: 822 1792 7597\)](#)

Chair: Angela Knox

Presentation 2

Professor Hans Hendrichske

Dr Eva Huang

Mr Jun Zhao

Embedding Human-AI Collaboration in Large Class Management Teaching *

Drawing on Clegg and Sarkar's (2024) work on artificial intelligence in management education, we examine human-AI interaction through a student-centred lens, asking: 'Can AI replace, or does it augment, human capabilities in management teaching?' Our empirical study introduces a three-step methodology to engage postgraduate students in both competition and collaboration with AI tools. Students in teams of five first perform group-based data collection and analysis. Second, they prompt AI (e.g., ChatGPT) to conduct the same analysis. Third, they compare and evaluate the results in tutorials and final reports. Implemented in the IBUS6020 *Enterprise Management in China* unit, this method supports weekly cycles of structured comparison using frameworks such as stakeholder analysis, PESTLE, Business Model Canvas, Porter's Five Forces, ecosystem mapping, and globalisation strategy. The unit culminates in a comprehensive SWOT analysis. Our approach

requires students to develop prompt engineering skills and critically assess AI-generated content. Findings show no clear superiority of AI or human analysis. Instead, we observe a continuum: in areas such as structural coverage and speed, AI excels; in contextual judgement, nuance, and strategic relevance, human interpretation remains stronger. The most effective outcomes arise when students combine AI-generated scaffolding with their own evaluative insight. This pedagogical model is further supported by the PNR310 learning space, which enables four concurrent tutorials in an open-plan format with real-time tutor engagement and collaborative presentation of student-generated insights. The result is an interactive, scalable approach to embedding human-AI collaboration in large-class management teaching.

Stream 4 – Transformational Student Experiences

 [Zoom link](#) (Meeting ID: 850 7656 8849)

Chair: Alison Casey

Presentation 1

Ms May Lloyd

Dr Stephanie Wilson

Building an Understanding of the Experience of Chinese International Students in a Business School: An Ecological Perspective

Chinese international students (CIS) are the largest international student group enrolled in Australian universities, yet the economic benefits they bring often outweigh investment in understanding and supporting their sociocultural and academic needs. The literature highlights that CIS encounter a range of complex and challenging transitional issues upon arrival in Australia due to educational and cultural differences between Chinese and Australian contexts. This study investigates the lived experience of Western style teaching and learning for CIS at The University of Sydney Business School to gain insights into beneficial and adverse aspects of their university experience. A qualitative, case study method using semi-structured interviews

with CIS revealed themes associated with three overarching areas: access to vital information and resources, social isolation, and enablers and barriers to learning. These areas are discussed in relation to Bronfenbrenner's Ecological Systems Theory to highlight interconnections between themes and across systems influencing their experiences, from the students' immediate environment to broader societal structures. The findings can be used by educators, curriculum developers, administrators, and policymakers to consider Chinese international students' preparedness for engaging with Western culture and education and to develop ways of improving their academic and social experiences while studying in Australia.

Stream 4 – Transformational Student Experiences

 [Zoom link](#) (Meeting ID: 850 7656 8849)

Chair: Alison Casey

Presentation 2

Dr John Parker

Dr Abdul Razeed

Unconventional Wisdom in Tertiary Students' Use of AI: A Roadmap for Expanding Critical Thinking through the Ethical Use of AI in Open Assessments

In an era increasingly shaped by artificial intelligence, the relevance of constructivist theory is being called into question. This study explores the tension between traditional constructivist principles and the evolving landscape of AI-assisted learning. On one side of the debate, critics argue that AI tools encourage passive consumption of information, diminish opportunities for critical reflection, and undermine collaborative learning which are core tenets of constructivism. Academics express concern that students often rely on AI-generated content without engaging in meaningful cognitive processes, thereby eroding the active, reflective, and socially mediated nature of learning. Conversely, this study also investigates how constructivist theory

remains not only relevant but essential, provided that AI is integrated in ways that promote critical thinking, contextual understanding, and learner agency. Drawing on the six foundational tenets of constructivism: constructed knowledge, active learning, inquiry-based, social collaboration, self-reflection, and evolving knowledge, we reflect on the implications for both educators and learners. Ultimately, this study questions whether constructivist theory can evolve to remain pedagogically robust in the age of AI, or whether a new paradigm is required to meet the challenges and opportunities of contemporary education.

BREAK



Stream 5 – Future of Education

 [Zoom link](#) (Meeting ID: 846 0800 9273)

Chair: Alison Casey

Presentation

Dr Zoe Alderton

Connecting to Country in a Classroom: Indigenous Visual Culture as a Teaching and Learning Tool in the University of Sydney Business School ‘CONNECTSpace’

This research presentation explores how Indigenous visual and acoustic design can be used to decolonise university learning environments, with a focus on the University of Sydney Business School’s CONNECTSpace—a purpose-built, collaborative teaching space opened in 2024. Conceptualised by Professor Peter Bryant and developed through a participatory action research (PAR) cycle involving staff, students, designers, and Indigenous professionals, CONNECTSpace was designed to foster comfort, belonging, and collaboration—values deeply aligned with Indigenous methods of social interaction and learning practiced on Gadigal land for tens of thousands of years. Drawing on data from the Connected Learning at Scale project relating to this space (2019/HE000892), this presentation examines student engagement with the space, noting how feelings of comfort and connection emerge even when

Indigenous content is not explicitly named. This raises critical questions about the “invisibility” of Indigenous design—questioning whether it reflects successful integration or a gap in cultural literacy.

This research is grounded in Indigenous methodologies, particularly Dadirri, a philosophy of deep listening that informs both the design process and pedagogical intent. The presentation highlights contributions from Indigenous professionals such as Keisha Leon (Cause/Affect) and Decor Systems, whose work in visual and acoustic design brings intellectual complexity and cultural resonance to the space.

Through visual artefacts and student reflections, this session invites educators to consider how learning spaces can embody Indigenous values—not just as decoration, but as infrastructure for relational, respectful, and transformative education.

Thanks and Close

END DAY 2





Day 1 – Wednesday 12 November

Welcome Session

8:45 – 8:55	Master of Ceremonies – Welcome Dr Alison Casey , Senior Lecturer (Educational developer), The University of Sydney Business School
8:55 – 9:00	Welcome to Country Yvonne Weldon AM , Councillor, City of Sydney and board of the Metropolitan Local Aboriginal Land Council.
9:00 – 9:05	Business School Welcome (video) Professor Leisa Sargent , Dean of The University of Sydney Business School
9:05 – 9:15	Opening Address Associate Professor Danika Wright , Associate Dean – Education, The University of Sydney Business School
9:15 – 9:20	Master of Ceremonies – Introduction of Keynote Professor Angela Knox , Academic Director of Professional Development, The University of Sydney Business School
9:20 – 10:00	Keynote Address– University feedback in a time of artificial intelligence Professor Margaret Bearman , Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University
10:00 – 10:20	Q&A – Keynote Moderated by: Professor Angela Knox , Academic Director of Professional Development, The University of Sydney Business School
10:20 – 10:25	Master of Ceremonies – Introduction of Sessions and Launch of People’s Choice Award Polls Dr Alison Casey , Senior lecturer (Educational developer), The University of Sydney Business School

10:25 – 10:40 MORNING TEA BREAK

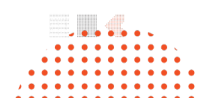


“Turning your thoughts into images on a canvas” – IdeaSketch™ is an interactive visual engagement activity that invites participants to share their thoughts, experiences, and perspectives in a creative, visual way.

Morning session

10:40 – 11:45	Showcase: Session 1A	Showcase: Session 1B	Showcase: Session 1C	Showcase: Session 1D
	BHB Case Study Lecture Theatre 2140	BHB Case Study Lecture Theatre 2090	BHB Seminar Room 1150	BHB Seminar Room 1140
	Zoom Link (Webinar ID: 850 8543 5394)			
	Theme: AI showcase Chair: Anthony Krivokapic	Theme: Simulating with AI Chair: Zoe Alderton	Theme: Interactive oral Chair: Jodie McGann	Theme: Mixed Theme Chair: Max Baker
	Showcase 1 – AI integration examples: student showcase of real business education practice Advait Madhav and Carmen Vallis	Showcase 1 – Balancing student creativity with Artificial intelligence in Design Thinking Jane Strachan and Praveena Chandra	Showcase 1 – Interactivity in interactive oral assessment * Alison Casey, Stephanie Wilson and Jo Nash	Showcase 1 – Innovative Assessment Strategies: Evaluating the Effectiveness of Secure Long-Form Writing in Project Management Mark Freeman
	Showcase 2 – Blending GenAI and Industry in Assessment – A Third-year Accounting Story Kaiying Ji, Louise Luff, Benjamin Lay and Janine Coupe	Showcase 2 – Harness AI Agentics for Role Plays and Customer Research Karen Ganschow	Showcase 2 – Reflections on delivering interactive orals for CEMS, MGMT and MComm* Daniel Gozman and Alison Casey	Showcase 2 – Programmatic Assessment in a World of AI: Its Use in a Capstone Accounting Unit Martin Turner and Maria Tyler

Event program continued overleaf....



10:40 – 11:45	Showcase 3 – Foundations Reimagined: Using Generative AI to Empower First-Year Finance Students Vycke Wu Showcase 4 – AI-Enhanced Business Case Assessments: Integrating Business Software for Real-World Learning Roel Boomsma and Janine Coupe	Showcase 3 – From Compliance to Creativity: Teaching Problem-Reframing with GenAI in the Capstone* Raffaele Ciriello Showcase 4 – Assessing with AI: Building Trust or Breeding Doubt? Corina Raduesecu and Jeffrey Lo	Showcase 3 – Innovating HR Pedagogy through AI-Assisted Assessment Design* Sunghoon Kim Showcase 4 – Giving Voice to Understanding: Scaling Oral Interactive Assessment in a Large Cohort Abdul Razeed, Ali Zaheer, Philip Le and Christian Russo	Showcase 3 – Making Graduate Qualities Visible to Students: Strategies and Insights for Educators Dewa Wardak and Jennifer Sun Showcase 4 – Grading the group together – team teaching as a feedback amplifier Jo Nash, Simon Loria, Phillip Degeneffe and Shenoli Perera
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11:45 – 11:50 TRANSITION

11:50 – 12:55	Workshop Session 1 📍 BHB Seminar Room 2130 Theme: Assessment and AI Chair: Angela Knox Plastic People, Real Problems: Teaching Students to Think Critically About AI Zoe Alderton	Workshop Session 2 📍 Learning Studio 2100 Theme: Transformational Student Experiences Chair: Abdul Razeed You had me at Week One: Designing for connection, not just content Maria Ishkova, Aribah Amal, Luana Marosszeky, Jennifer John and Ihan Samaraweera	Lightning Talks 1 📍 Seminar Room 1080 Zoom Link (Webinar ID: 847 6758 4336) Theme: Rethinking assessment with AI Chair: Benjamin Lay Lightning Talk 1 – Pinpoint Referencing as a Defense Against AI-Generated Vagueness David Chaikin, Fei Gao Lightning Talk 2 – Can AI Guess the Exam? Rethinking Assessment in the Generative Era Wei Cui and Vycke Wu Lightning Talk 3 – Enhancing the Student Experience and Learning Outcomes through Excel-Based Cost Allocation Methods Paul Blayney and Vijaya Murthy
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12:55 – 13:40 LUNCH

sketch | GROUP “Turning your thoughts into images on a canvas” – IdeaSketch™ is an interactive visual engagement activity that invites participants to share their thoughts, experiences, and perspectives in a creative, visual way.

Afternoon session

13:40 – 14:25	Showcase: Session 2A 📍 BHB Lecture Theatre 1130 Zoom Link (Webinar ID: 833 9900 3856) Title: Critical and creative thinking Chair: Alison Casey Showcase 1 – Critical Thinking in Cogniti Conversations Joseph Boulis, Alison Casey Showcase 2 – Enhancing Business Analytics Case Studies with Partial Information Exercises Mostafa Khatami and Quan Spring Zhou	Roundtable discussions 📍 Learning Studio 2100 Chairs: Jennifer Sun and Dewa Wardak Table 1 – Use AI Avatar Roundtable 1 – What Do Students Think About AI Avatars? Insights for Teaching Carmen Vallis Roundtable 2 – Avatar Academics: Teaching with a Digital Doppelgänger Joanne Nash, Uri Gal and Simon Loria Table 2 – Work-Integrated Learning Roundtable 1 – University-Industry Partnership in Work-Integrated Learning for Transformational Student Experiences Dr Steven Hitchcock, Dr Linh Nguyen and Professor Betina Szkudlarek Roundtable 2 – Fight, Flight, Freeze and Fawn: Navigating Trauma Responses in Work-Integrated Contexts – Timothy Davies Table 1 – Collaborative Learning Roundtable 1 – Designing for Social Connection: A Framework to Foster Collaborative Learning and Well-Being – Corinna Galliano, Maria Ishkova and Michael Fernando Roundtable 2 – Redesigning Tutorials for Engagement: Peer-led Learning and Critical Dialogue in Large Finance Classes Hedda Cui
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Event program continued overleaf....

14:30 – 15:20

Showcase – Session 3A	Showcase – Session 3B	Showcase – Session 3C
 BHB Case Study Lecture Theatre 2140  Zoom Link (Webinar ID: 891 9680 9731) Theme: Reimagine Assessment Chair: Carmen Vallis Showcase 1 – Reimagining Assessment through Co-Design: Lessons from Three Interventions Jennifer Sun, Sandris Zeivots, Amanda Kennedy, Andrew Cram and Echo Liao Showcase 2 – Reimagining assessment resilience: Co-Creating deep learning with students as producers and partners Maria Ishkova, Darren Moon, Michael Fernando, Jasmin Meyabadi, Hannah Nguyen, Daniel Park, Abby Bobkowski and Carol Farhoud Showcase 3 – Employability in an AI Era: Rethinking Assessment through Assessment Centres Shenoli Perera, Runshuang Tang, Sandra Alday and Dearbhail Lang	 BHB Case Study Lecture Theatre 2090 Theme: Reflection with AI Chair: Stephanie Wilson Showcase 1 – Integrating AI Chatbots in Higher Education to Enhance Reflective Practice Corinna Galliano Showcase 2 – Leveraging Generative AI to structure Reflective Practice in Work-Integrated Learning contexts Timothy Davies and Ruby Nguyen	 Seminar Room 1140 Theme: Cross/Interdisciplinary curriculum design Chair: Mark Freeman Showcase 1 – 5 takeaways for collaborative cross-disciplinary curriculum development Jessica Tyrrell, Matthew Egan, Benedicte Rokvic and Amanda Wong Showcase 2 – MARD: Make a Real Difference Abdul Razeed and Christian Russo Showcase 3 – You to the Power of Us – Activating a community of experts to empower students in a capstone Prashan Karunaratne

15:20 – 15:35

AFTERNOON TEA

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15:35 – 16:25

Showcase – Session 4A	Lightning Talks 2	Lightning Talks 3
 BHB Case Study Lecture Theatre 2140  Zoom Link (Webinar ID: 852 6437 4418) Theme: Innovating for graduate success Chair: George Issa Showcase 1 – From Classroom to Career: Enhancing Student Employability through AI-Powered Interview Simulation Mauricio Marrone, and Ali Amrollahi Transition (15 mins for hybrid set up) Showcase 3 – Brains, Bias and Bravery: Using Neuroscience and Risk Theory to Reframe Business Education Jolene Morse (Hybrid)	 BHB Case Study Lecture Theatre 2090  Zoom Link (Webinar ID: 813 0237 4488) Theme: Exploring new approaches to learning design Chair: Donna Denyer Lightning Talk 1 – Reignite the Live Learning Experience Louise Luff, Janine Coupe, Benjamin Lay, Kaiying Ji Lightning Talk 2 – Turning a Vulnerability into a Learning Experience: Prompt Injection in Assessment Design Julian Prester Lightning Talk 3 – Beyond the textbook: Transforming marketing education through business simulations Beatriz Rodriguez Garcia (Hybrid)	 BHB Learning Studio 2100 Theme: Engagement and belonging in learning Chair: Jennifer Sun Lightning Talk 1 – Enhancing Student Engagement Through Personalised Feedback and Proactive Support Helena Nguyen, Mesepa Paul, Anya Johnson Lightning Talk 2 – Breaking the Ice, Building the Base: Learning Through Community Malmi Amadoru Lightning Talk 3 – Enhancing Soft Skills and Cohort Connectivity through Unmarked Group Presentations Wes Hamilton-Jessop and Olga Gouveros

16:25 – 16:30	Transition
16:30 – 16:45	People’s Choice Award & Closing Address  ABS Lecture Theatre 1130  Zoom Link (Webinar ID: 881 7985 3009) Associate Professor Danika Wright , Associate Dean (Education), The University of Sydney Business School
16:45 – 17:45	Networking event – Wine/Cheese  Level 2, Foyer (back of building)



Day 2 – Thursday 13 November

Welcome Session

 [Zoom Link \(Webinar ID: 833 7697 9721\)](#)

9:00 – 9:05

Master of Ceremonies – Welcome

Professor Peter Bryant, Co-Director, DIBERG, The University of Sydney Business School

9:05 – 9:25

Keynote Address

Being more JEDI: Creating Inclusive Learning Communities Where All Students Thrive

Professor Sally Everett, Vice Dean, Education, Deputy Dean (interim), and Professor of Business Education at King's Business School, King's College London

9:25 – 9:30

TRANSITION

9:30 – 10:35

Stream 1 – Mixed Themes

 [Zoom Link \(Webinar ID: 843 9236 1944\)](#)

Chair: **Angela Knox**

Presentation 1 – Inclusive Programme Review method: fostering participatory and creative evaluation of student journeys
Radka Newton

Presentation 2 – Elevating Student Experience in Finance with AI Chat Agents*
Ya (Daisy) Liu, Quan Gan, Stephen Fan, Carmen Vallis and Dewa Wardak

Stream 2 – Transformational Student Experiences

 [Zoom Link \(Webinar ID: 897 4156 9117\)](#)

Chair: **Alison Casey**

Presentation 1 – Games as Pedagogy: Exploring Communication, Trade, and Leadership Through Simulation
Asad Ghalib and Ilva Bateman

Presentation 2 – A Skills Masterclass for Personal and Professional Identity Formation in Work-Integrated Learning
Erin Jade Twyford and Bonnie Dean

10:35 – 10:40

TRANSITION

10:40 – 11:45

Stream 3 – Assessment & AI

 [Zoom Link \(Webinar ID: 822 1792 7597\)](#)

Chair: **Angela Knox**

Presentation 1 – Teaching in the Shadows: How Casual Academics View Contract Cheating, AI Use, and Digital Dishonesty in Assessment
Lova Andriamora and Lorna Andriamora

Presentation 2 – Embedding Human-AI Collaboration in Large Class Management Teaching*
Hans Hendrichske, Eva Huang, Jun Zhao

Stream 4 – Transformational Student Experiences

 [Zoom Link \(Webinar ID: 850 7656 8849\)](#)

Chair: **Alison Casey**

Presentation 1 – Building an Understanding of the Experience of Chinese International Students in a Business School: An Ecological Perspective
May Lloyd and Stephanie Wilson

Presentation 2 – Unconventional Wisdom in Tertiary Students' Use of AI: A Roadmap for Expanding Critical Thinking through the Ethical Use of AI in Open Assessments
John Parker and Abdul Razeed

11:45 – 11:50

BREAK

Stream 5 – Future of Education

 [Zoom Link \(Webinar ID: 846 0800 9273\)](#)

Chair: **Alison Casey**

Connecting to Country in a Classroom: Indigenous Visual Culture as a Teaching and Learning Tool in the University of Sydney Business School 'CONNECTSpace'
Zoe Alderton

12:25 – 12:30

Thanks and Close